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ABSTRACT

This document contains the 2000-2001 issues of the "NABE News," a magazine about bilingual education. The theme of each issue is: (1) "Back to School: Anti-Bilingual Ballot Initiatives To Affect Thousands of LEP Students"; (2) "Serving Emerging Populations: School Districts Re-Tool To Respond to New Students' Needs"; (3) "NABE Celebrates 25 Years of Service to Bilingual Education"; (4) "Promoting Biliteracy: Recent Research Supports the Benefits of Biliteracy"; (5) "Meeting Standards and Serving LEP Students: Implementation of Reforms Requires Adaptation"; and (6) "Standards-Based Assessment: A Call for Accuracy, Appropriateness, Alignment, and Accomodation." (AA)

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NABE News, 2000-2001

Alicia Sosa, Editor

Volume 24, Numbers 1-6
September/October 2000 - July/August 2001

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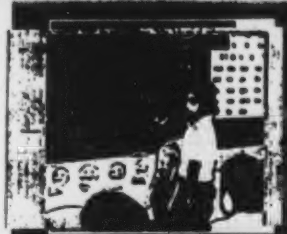
NABE NEWS

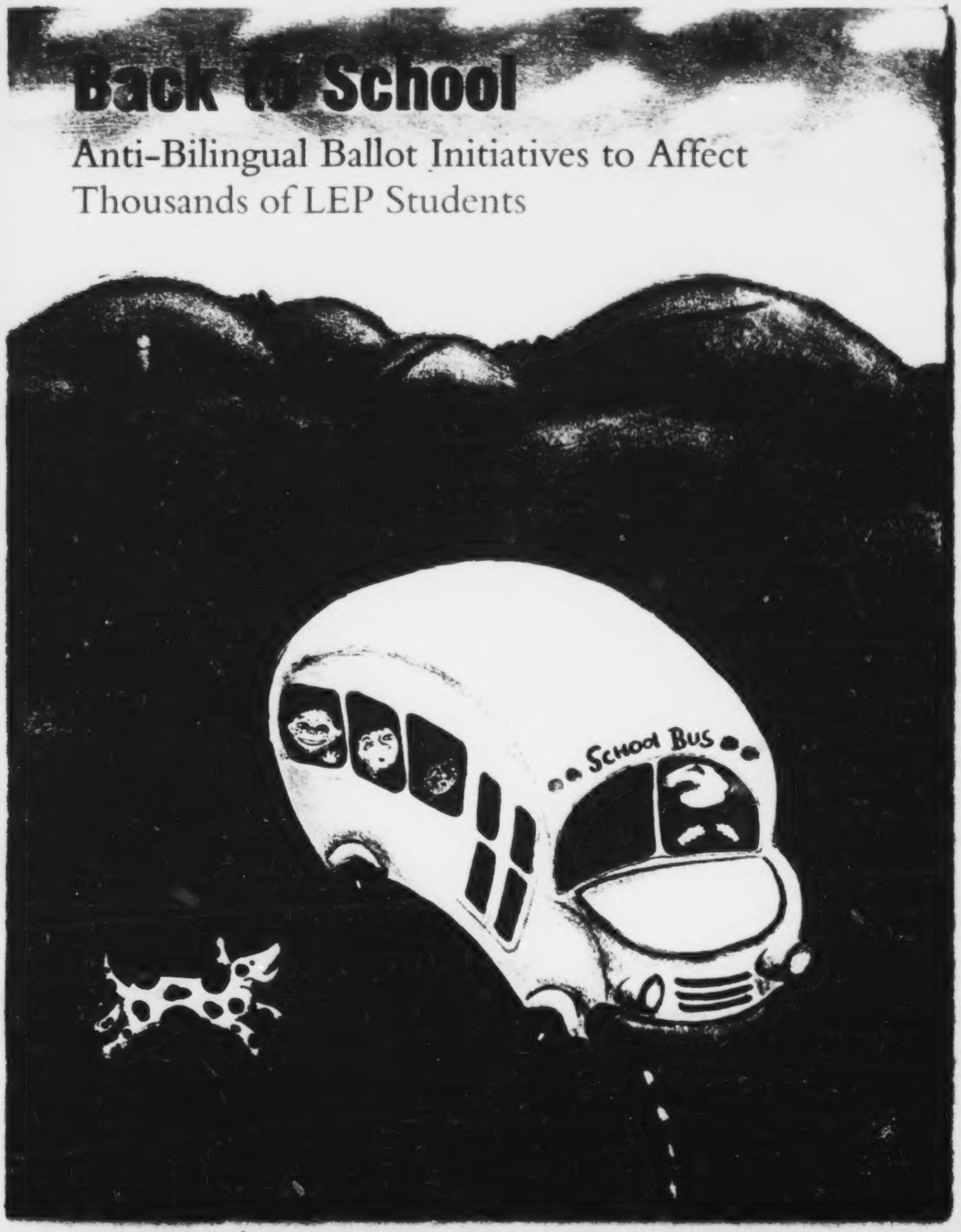
The Magazine About Bilingual Education

Volume 24, Issue No. 1 □ September/October 2000



Back to School

Anti-Bilingual Ballot Initiatives to Affect Thousands of LEP Students



Research supports bilingual education in Arizona

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NABE's Legislative Report Provides an Update on the 106th Congress

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Parent Leaders and Community Partnerships Support Language-Minority Success

see page 26

How Culture Influences Speech, Language and Communication

see page 30

Proposition 227 and California's SAT-9 Score – What factors could be an influence?

See Page 8

The needs of our students are constantly changing, and so is the field of bilingual education.

NABE

National Association for Bilingual Education

Only dynamic organizations that are on the cutting-edge of educational theory, policy, and practice can keep pace and ensure progress. The National Association for Bilingual Education is such an organization, and it belongs to YOU!

You have probably noticed that NABE's logo has been redesigned. It is a reaffirmation of our strengthened sense of purpose. NABE has always been about embracing diversity as an asset and about giving all children an opportunity to learn and achieve to world-class standards. This new symbol is in keeping with that spirit of equality and excellence.

NABE believes in giving children the world, and providing them with the tools they need to attain their full potential. We are confident that our new logo conveys that message clearly.

MESSAGE FROM THE EXECUTIVE DIRECTOR

Delia Pompa

Dear NABE Members:

As you can see, the layout of NABE's magazine has been updated to provide you with even more useful information in a contemporary format. This change is indicative of several that the Association is implementing to improve the quality and expand the range of products and services that we provide our membership.

The NABE staff works hard to meet your expectations, and we constantly strive to exceed them. So, expect this and all of NABE's publications and forums to continue to improve.

In keeping with that commitment, over the coming year, this publication will feature a wide range of themes that are of central interest to educators of LEP students. This year's themes will include: assessment, standards, emerging populations, educational reform, and literacy. We look forward to your input during the preparation of these future issues, and we encourage you to submit material for publication.

This first issue is devoted to an extremely important, albeit challenging, topic — anti-bilingual state ballot initiatives. These initiatives have proven a dangerous threat to the future of our children and communities. With the passage of California's Proposition 227, and the financial support of its chief proponent, Arizona's children now face a similar attack — Arizona's Proposition 203. The vote on Proposition 203, which would curtail the use of languages other than English to instruct LEP students, is scheduled to take place during the November 2000 election.

To provide additional perspective in considering this topic, and as a means of underscoring the efforts of NABE affiliates, we have enclosed a complimentary copy of an analysis of Proposition 227's aftermath by the California Association for Bilingual Education (CABE). We think you will find the content of this piece extremely insightful.

Arizona's bilingual education advocates have been hard at work informing fellow voters on the specifics of Proposition 203 and the true nature of this harmful initiative. The analyses in the pages of this NABE magazine and the accompanying CABE piece will give concerned individuals like you an even broader and better-informed perspective. We hope that they will prove helpful as you advocate for sound educational policy for LEP students.

Sincerely,

Delia Pompa

Delia Pompa
Executive Director

NABE NEWS

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MESSAGE FROM THE PRESIDENT

Dr. Josefina Villamil Tinajero

Our Challenge: Continue Working Smarter AND Harder!

Time and again, I have shared with you NABE's vision, mission and blueprint for success set forth by the organization's Executive Board in collaboration with its Washington, DC-based staff. As you all know, the past two years—in particular—have been filled with exciting changes. The success of our conference in San Antonio was just one positive example of this. Like many of you, we were approached by a great number of attendees at NABE 2000, and at forums since then, who have told us how excited they are about what lies ahead for NABE.

Our Association continues to be held in high regard by our members and by the public as a whole. This was quite clear in the comments of respondents to the nationwide survey that we conducted at the beginning of this year. What we also found through our survey's respondents, however, was a need for the Association to: 1) strategically solidify its image in the eyes of the general public while expanding its visibility, and 2) increase the services we provide to our members—you!

Restructuring our Publications and Reshaping Our Image

In this vein, our staff, in concert with the Executive Board, has been working diligently on restructuring our publications (both in form and content), on improving our services (ensuring quicker response times to inquiries and better/more timely dissemination of information), and on taking deliberate steps to re-shape our image. On a couple of these points, this inaugural issue of the *NABE News*, together with our new Logo, are further testimony of the work that has been done.

The new logo strives to integrate all of the elements that NABE has made a part of its work over the years: student diversity, professionalism, and dynamic advocacy. It conveys a sense of an established organization, and expands the theme of our current logo to a more global approach to learning. The intent is to give NABE the sort of presence that it requires so that we may better represent the interests of children from various linguistic backgrounds, and the educators who serve them. In short, it is about "Giving Children the World" by promoting equity and excellence in education. We hope that you are as excited about these changes as the NABE Executive Board and staff are.

We Must Be Ever Vigilant

As we remain focused on our achievements and successes, we must also keep in mind that this inaugural issue of the NABE News occurs at a time of tremendous change in educational policy and political thought in school districts across the nation. The struggle to protect our children's future continues. Just as we were making great strides in research on bilingualism, on literacy and biliteracy and on recognizing exemplary bilingual programs for their contributions to education, in June 1998 California voters approved an initiative that attempts to destroy 30 years of work on behalf of our children in that state. And although it was clear that the debate over Proposition 227 was never about selecting the best way to teach children English, at least one other state is considering a similar initiative. Thus, this inaugural issue serves as a reminder that we cannot let our guard down, that we must be ever vigilant, hyper-vigilant, in fact, lest the moral right to learn in one's own native language as well as in English be shorn from school children across the nation. It serves as a reminder of the challenges ahead of us: that we must work both smarter AND harder to defeat 227-like initiatives and ensure that we can, in fact, "give children the world."

Advocating for Children

Thus, this issue sets the stage for the work that is ahead of us. It propels us forward by keeping us focused on those who are most important to us—our children. And it reminds us that we must be advocates for our children. Our advocacy for them demands the best of what we know, but it also demands that we remain aware of the issues and skilled and compassionate in our efforts to provide the best possible education for all children. I trust that this inaugural issue of the *NABE News* will provide you with valuable information to tackle obstacles, to continue fighting the fight, to advocate for our children, in short, to "give children the world!"

NABE Affiliates Gather in Washington

On June 13th and 14th, NABE convened a Summer Leadership Institute for state affiliate leaders.

NABE Executive Board members meet with top OBEMLA officials at NABE's Affiliate Reception in Washington, DC.

Florida affiliate President, Sandra Gutierrez (right) with Rep. Ileana Ros-Lehtinen (R-FL) after conferring on Congressional actions regarding bilingual education.

Colorado affiliate president, Silvana Carlos, shares details regarding her organization's successful legal challenge to a ballot initiative that would have eliminated bilingual education in the state.

Some of NABE's Affiliate Summit attendees pose for a photograph on the final day of the forum.

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THEORY INTO PRACTICE

Column editor: Lucy Tse, Ph.D., Arizona State University

Proposition 227: Two Failed Public Policies in One

By Jill Kerper Mora

In June 2000, California observed the second anniversary of passage of Proposition 227, the ballot initiative that severely curtailed bilingual education in the public schools. Two years of implementation of the new law that was voted into law on June 3, 1998 by a 61% majority, provided time and data to assess its initial impact as an education reform policy. The campaign for Proposition 227 had generated rancorous political debate, with many confusing claims and counterclaims about technical research studies and confusing statistics about language learning and academic achievement of limited English proficient students. The ballot initiative process required common citizens to decide between competing educational theories and programs for educating 38% of the student population made up of immigrant and American-born students who come to school speaking a language other than English (California Department of Education, 1999).

In retrospect, policy makers and educators are coming to grips with the fact that a major shift in educational and social policy had occurred without a full appraisal of its possible long-term consequences. Proposition 227 is actually two different policies embedded into one law. First, Proposition 227 is an attempt to set language policy for a state with growing challenges from high levels of immigration and the accompanying linguistic and cultural diversification of society. Second, Proposition 227 sets education policy governing the means of delivery of instructional services and resources to a large minority student population. Let us examine the goals of each of these policies and the effectiveness of the law in accomplishing these goals.

Proposition 227 as Language Policy

We must first examine monolingual instruction in our public schools as an effective language policy. California's experience with Proposition 227 is actually the first foray into this uncharted arena of public policy. California's demographics have changed dramatically since 1968, when then governor Ronald Reagan signed into law the legislation that allowed implementation of bilingual programs. At the time, Latino students accounted for 12% of the state's population, while 3% were Asian. Today, 30% of the population is Latino and 9% Asian. The proportions of ethnic groups in the school aged population is even more striking, with 42% Latinos who outnumber Whites at 37% and Asians at 11% (California Department of Finance, 2000). Thirty-two percent, or one out of three, public school students in California is Spanish/English bilingual while 38% of all students speak a native language other than English.

These characteristics of the school population call into question the equity and justice of a policy that restricts the use of these students' bilingualism as a resource in their learning process. The demographics also challenge the feasibility of having a largely monolingual and monocultural teaching force that can effectively promote learning opportunities for the large portion of students who are bilingual and bicultural. Prior to passage of Proposition 227, bilingual teachers comprised 13% of California's teaching force. Two years later, the proportion of bilingual credential-holders dropped to 8% (Rumberger & Gándara, 2000).

Proposition 227 was motivated by, and also rekindled, assimilationist fervor among California voters. The stage had been set by the passage of Proposition 187 that denied health, education and welfare services to undocumented immigrants. Although Proposition 187 never ultimately became law, the ideology behind denying educational services to a category of language minority students gained a degree of legitimacy through the popular vote. Petronicolos and New (2000) identified a mentality toward non-English speaking immigrants where they are considered "domestic foreigners." Some populations, such as migrant workers and low-wage laborers, are not viewed as part of the larger society. Out of this perspective grew the philosophy that coercive policies are necessary to isolate and remove them, or to assimilate them into the dominant Anglo-American culture. Consequently, the English-only ideology of Proposition 227 was a logical sequel to Proposition 187. The population that sees cultural and linguistic diversity as a threat sought another channel to assuage the fears caused by the growing presence and power of other languages, especially Spanish. The proponents of Proposition 227 tapped into sentiments of racism and prejudice to gain support for a state policy of English-only instruction in the public schools to promote "fast-track assimilation" of non-English speaking minority students.

> *"These characteristics of the school population call into question the equity and justice of a policy that restricts the use of these students' bilingualism as a resource in their learning process."*

McGroarty (1997) points out that the United States does not have an official language policy. Rather, there are multiple informal language policies articulated to meet local needs and circumstances through a loose coupling of different levels of governance. Language policy analysts observe that in the political sphere, there is seldom a discussion of alternative courses of action regarding language education and its role in society. Language educators have been thrust into the untenable position of debating broad and far-reaching social and governmental policies on issues of immigration and acculturation while simultaneously defending their particular educational programs.

As language policy, Proposition 227 is doomed to failure. The law does not recognize the realities of either the public schools or the growing numbers and competitive status of bilingual individuals in a state with expanding global trade. For instance, California's number one trading partner is Mexico, with $15 billion in exports each year (Collier, 2000, June 5). This high level of international commerce is accompanied by linguistic and cultural exchanges that constantly refresh the use of Spanish, decreasing incentives to abandon the language once new immigrants become "Americanized." Nor does Proposition 227 acknowledge the importance of bilingualism in promoting academic achievement. Portes (1995) observed a positive association between school performance and a resilient affirmation of students' collective ethnic identity.

Proposition 227 as Education Policy

Sound public policy supports the implementation of the most effective and efficient programs of instruction to achieve academic progress for the largest number of students. Policies must also serve to garner the necessary resources to support and enhance these programs. Provisions in the education code must also monitor compliance with federal, state and local laws designed to protect parents' and students' rights to equal educational opportunity because such compliance is for the common good of society.

As education policy, Proposition 227 is also a failure. Because it is based on unsound pedagogical theory and supports ineffective instructional practices, Proposition 227 has aggravated problems of inconsistent program implementation and lack of appropriate services for language minority students. As of January 2000, 34 California school districts have unresolved civil rights complaints regarding language minority students filed with the Department of Education School and District Accountability Division (Escobedo, 2000). The dramatic reduction in the number of credentialed bilingual teachers by 32% may also be attributable to the stress from working under threats of legal sanctions. Section 320 of Proposition 227 allows parents to file personal liability lawsuits against bilingual educators and school officials for non-compliance with the law's English-only provisions. Other implementation problems aggravated by Proposition 227 included: 1) inadequate materials and training for implementing the structured English immersion program and reading to English learners; and 2) lost instructional time during the mandated 30 day English immersion requirement before waiver programs can be implemented (Rumberger & Gándara, 2000).

Upholding Democratic Principles

Proposition 227 is full of high-sounding declarations about the importance of English for successful participation in the American Dream and the California public school's moral obligation to provide children with the skills to become productive members of society. Yet, the law creates obstacles and barriers to the attainment of these goals and fulfillment of this obligation. In fact, Proposition 227 has created an inflexible and chaotic system that is less able than before to respond to the challenges of linguistic and cultural diversity through suitable programs designed to meet specific local needs and conditions.

Through a political process that inevitably places ethnic minorities at a disadvantage, the majority of the California electorate has reversed policies stemming from the Civil Rights Movement that had advanced the cause of social justice and equal educational opportunity for language minorities (Guinier, 1994). The long-term negative consequences of unsound policies for educating language minority students are profound for students, their families, our communities and our society. We must continue to seek inclusive decision-making in the arena of public policy, where minority perspectives are respected and valued. To do anything less is to shirk our responsibility to our language minority population and to the democratic principles upon which this Nation was founded. ●

Dr. Mora is Associate Professor of Teacher Education at San Diego State University. Her teaching and research focus on effective schooling and instructional practices in second-language and biliteracy development. Her article, "Policy Shifts in Language Minority Education: A Mismatch Between Politics and Pedagogy" appeared in The Educational Forum, Spring 2000.

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WHAT CAN WE LEARN ABOUT THE IMPACT OF PROPOSITION 227 FROM SAT-9 SCORES?

An Analysis of Test Results from 2000

YUKO GOTO BUTLER, JENNIFER EVELYN ORR, MICHELE BOUSQUET AND KENJI HAKUTA
STANFORD UNIVERSITY

On August 15th, the State of California released the scores obtained by LEP students on the Stanford 9 (SAT-9) test for the year 2000. The results are of particular interest to those who have followed the impact of Proposition 227, a ballot initiative spearheaded by Ron Unz and passed by California voters in 1998. Last year's SAT-9 results enabled us to compare the results obtained in 1998 with those of 1999 in order to assess the results of Proposition 227. We continue to assess the results of this change in California's educational system, examining in this article the year 2000 SAT-9 results.[1]

Background: Results of the 1999 Analysis

Some of the increases in LEP scores seen during the 1998-1999 period were touted by proponents of 227 as validation of the English-only approach. Unz declared early victory through his Web site. Meanwhile, a quick analysis of these earlier results which was performed by Hakuta and his colleagues at Stanford (see November 1, 1999 issue of *NABE News*) revealed the following problems with the conclusion that Proposition 227 led to increases in SAT-9 scores:

- SAT-9 scores increased just as much in some school districts that retained bilingual education.
- SAT-9 scores increased in school districts that never had bilingual education, and therefore were not impacted by Proposition 227.
- SAT-9 scores rose for both LEP students and native English speakers. In fact, the rise for native English speakers from poor performing schools was dramatic and larger than that for LEP students.

Our analysis argued that the pattern of scores did not provide a basis for a resounding claim to victory for Proposition 227. Scores rose for all students, and in no clear pattern that could be attributable to Proposition 227.

Extension to the Scores Obtained in 2000

Table 1 shows data for reading scores specific to LEP students as well as the scores for all students taken as a whole. The table shows data from 1998, 1999 and 2000. The numbers in parentheses indicate changes in percentile rank, and the last column shows the change from 1998 to 2000. There are virtually identical patterns of increases for both LEP students and for all students, with the increases being most prominent in the earlier grades (particularly Grades 2 and 3). The same pattern holds for the scores obtained in both

Table 1: Statewide SAT9 scores (reading) for LEP students and for all students

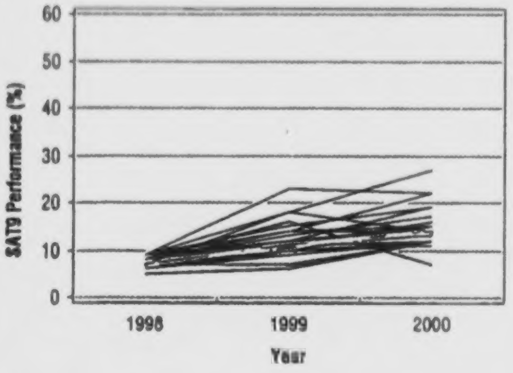
	LEP students				All students			
Grade	1998	1999	2000	Change 98-00	1998	1999	2000	Change 98-00
2	19	23 (+4)	28 (+5)	+9	39	43 (+4)	48 (+5)	+9
3	14	18 (+4)	21 (+3)	+7	36	40 (+4)	44 (+4)	+8
4	15	17 (+2)	20 (+3)	+5	40	42 (+3)	45 (+3)	+5
5	14	16 (+2)	17 (+1)	+3	40	41 (+3)	44 (+3)	+4
6	16	18 (+2)	19 (+1)	+3	43	45 (+2)	47 (+2)	+4
7	12	14 (+2)	15 (+1)	+3	41	43 (+2)	45 (+2)	+4
8	15	17 (+2)	18 (+1)	+3	44	46 (+1)	47 (+1)	+3

math and language.

One of the analyses that we performed was a reexamination of the results obtained for the same random sample of schools that was used for our analysis of the 1999 results. In 1999, we looked at the performance of 3rd grade students who were low-achieving LEP and non-LEP students. In order to make this comparison, we selected schools that had a low overall performance in reading scores (i.e., for both LEP and non-LEP students). Specifically, for non-LEP students, we identified schools in which fewer than 3% of the students were LEP students, but in which the average National Percentile Rank score was low (<27th percentile) in Reading for 1998. We then tracked the changes that occurred in the scores for these schools in 1999; in this study, we extend this analysis into 2000. For the LEP students, we randomly sampled 26 schools that had high proportions of LEP students (>80%), and who had low reading scores on the SAT-9 test for 1998 (<10th percentile). We also traced the changes in these schools for 1999 and extend this analysis herein to 2000. Tracking student performance in these schools is arguably the cleanest comparison of LEP and non-LEP students in low-reading schools allowable by the data that we currently have.

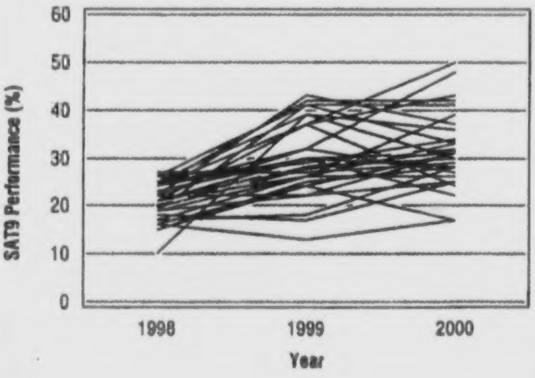
The results in reading are shown graphically in figures 1 and 2. As the blue lines (indicating the median percentile rank) show, there are clear increases in reading across the three years for *both* LEP and non-LEP native English speakers in schools with low reading scores. The same increase was observed in math and language data as well. Again, as in the statewide statistics, the increased performance on the SAT-9 test seems to be across the board. Statistically-minded readers will be interested in noting the clear regression effects in those figures: a statistical phenomena known as "regression to the mean" where the scores at the extreme ends of the statistical distribution tend to move towards the population average (mean). In other words, low scores move higher and high scores move lower. One can see such clear effects of *regression to the mean* in the SAT-9 data, since the schools were all selected for their low reading scores.

Figure 1: SAT-9 reading percentile scores from sample schools with mostly LEP students, 1998, 1999, and 2000.



N=26. Data are for LEP students only.

Figure 2: SAT-9 reading percentile scores from sample schools with mostly native English-speaking students (<3% LEP), 1998, 1999, and 2000.



N=26.

Finally, we revisited the school districts that we highlighted in our analysis last year. Our analysis for 1998-1999 showed across-the-board increases across different districts that were reported to be:

- Schools that never had bilingual programs and therefore were not impacted by Proposition 227 (schools in the Evergreen, Magnolia, Westminster, and Orange Unified districts)
- Schools that had bilingual programs, but which dropped such programs as a result of Proposition 227 (Oceanside), and
- Schools that retained bilingual programs to varying degrees (Santa Ana, Vista, Ocean View)

If we examine the data above in Tables 2 and 3, we find a continuation of the trend noted earlier, with overall increases. It is noteworthy that the increases are just as visible in math as they are in reading and language.

Table 2: 2nd and 3rd grade LEP students' percentile scores in reading for selected districts that did not have bilingual education prior to Proposition 227.

	2nd grade			3rd grade		
District	**1998**	**1999**	**2000**	**1998**	**1999**	**2000**
Evergreen	50	54	54	30	42	44
Magnolia	18	21	21	12	16	17
Westminster	25	33	38	17	20	27
Orange Unified	16	23	26	15	16	17

Table 3: 2nd and 3rd grade LEP students' percentile scores in reading for Oceanside school district and selected districts maintaining bilingual education

	2nd grade			3rd grade		
District	**1998**	**1999**	**2000**	**1998**	**1999**	**2000**
Oceanside City Unified	12	26	32	9	15	22
Santa Ana	17	23	22	14	17	17
Vista	18	21	25	13	16	18
Ocean View	17	27	27	29	17	20

What, then is responsible for these patterns of increasing SAT-9 scores for LEP students? Proponents of Proposition 227 highlight the increase in scores at Oceanside City Unified School District. However, we believe that we need to be cautious before we attribute too much meaning. The reasons for such caution are two-fold:

- First, the SAT-9 was developed to distinguish academic achievement among native speakers of English — it is not a measure of English language development for LEP students *per se*. Incidentally, such a measure is at last being developed by the state of California to measure the progress of LEP students in learning English as a second language.
- Second, even for native speakers of English, the low end of the score distribution is more poorly measured by the test. The result of this is that the scores themselves are subject to imperfect measurements and apparent fluctuations in scores – witness, for example, the wild fluctuations in scores as seen in Figures 1 and 2. The reason for the relatively poorer measurements is because the tests are designed to make fine discriminations between students whose scores fall into the middle part of the bell-shaped distribution where most students perform, and far less to distinguish between the extremes of high and low performance.

Further, we do know that the SAT-9 is being taken more seriously across school districts, especially with its use in the statewide school accountability index called the API, and we know from the experience of testing policies in other states that the first several years of a testing program show increases as the system becomes familiar with the new test.

In addition to the inadequacy of the information from the SAT-9 test for LEP students, we really don't have very much information about what actual changes have come about as a result of Proposition 227. During the past few years, there has been an enormous focus on school reform in California. An increased focus on English language development, precipitated by various school reform initiatives including Proposition 227, might be one explanation. Indeed, this could explain the apparent improvements in both the English-only and the bilingual education programs (which, contrary to popular opinion, do devote substantial efforts to teaching English as a second language). But there could be any number of other potential explanations.

We certainly should be happy that the educational system and the public are paying more attention to the academic progress of immigrant students, but this should only be considered a warm-up act in accountability and school reform if we wish to seriously address their many needs. ●

Yuko Goto Butlet, Ph.D., is a Postdoctoral Research Fellow; Jennifer Evelyn Orr is a Graduate Research Assisatant; Michele Bousquet, M.A., is a Research Assistant; and Kenji Hakuta, Ph.D., is a Professor, School of Education, Stanford.

Notes

1. For a more complete analysis, see **www.stanford.edu/~hakuta/SAT9**

Eastin Releases Proposition 227 Task Force Report

State Superintendent of Public Instruction Delaine Eastin recently released the report, *Educating English Learners for the 21st Century*, stating, "More than one in three California students speaks a language other than English at home. Although teaching all of our children to speak English has always been a high priority for California's educators, the 1998 passage of Proposition 227 brought this issue to the very top of the state's political and education agendas," said Eastin.

"As a result, I convened the Proposition 227 Task Force to find ways to provide the highest quality education to English learners, and I am now pleased to release the group's recommendations."

Proposition 227 specifies that all children in California public schools must learn English by being taught in English, unless their parents request a waiver. Currently, California has approximately 1.4 million English learners who speak more than 80 different languages.

The task force affirmed that it is an immense challenge for a student to start school with little or no English at any grade and achieve at levels comparable to those of native English speakers. The members noted that learning a foreign language is difficult in itself. It is even more challenging to be learning this foreign language while using it at the same time to read and learn.

The report provides an overview of the complexities involved in educating English learners. To support quality instruction in the classroom, the task force developed 11 guiding principles and 38 recommendations relating to issues of instruction, curriculum, assessment, accountability, materials, training, and parent and community involvement.

Eastin said, "Educating English Learners for the 21st Century will help guide school districts on this critical issue, and I urge the education community to embrace the report's recommendations. I also intend to work with our state's leaders to ensure that sufficient resources are provided to English learners so that they learn English and succeed in mainstream classrooms."

She emphasized, "All students in this state will need to meet the demands of our global economy. There are simply no jobs or opportunities for students who are unable to achieve high academic standards."

The 35-member task force was comprised of educators, parents, school board members, university professors, and business and community leaders. It was chaired by Vera Vignes, Superintendent, Pasadena Unified School District, and Roberto Moreno, Superintendent, Calexico Unified School District.

Copies of the report may be purchased for $10.50 per copy plus tax, shipping and handling through the California Department of Education Press, Sales Unit, P. O. Box 271, Sacramento, CA 95812-0271. For ordering information, call 1-800-995-4099, or FAX (916) 323-0823. ●

NABE News is now accepting submissions for its November/December issue on Emerging Populations.

For full details, see page 39.

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BILINGUAL EDUCATION IN ARIZONA

What the Research Says

By Stephen Krashen, Ph.D., Grace K. Park, M.A., and Dan Seldin, Ph.D.

In the fall of 2000, Arizona voters will vote on Proposition 203, a measure more severe than California's Proposition 227. If passed, it will dismantle bilingual education in Arizona (Crawford, 2000a). Proposition 203 claims that Arizona's public schools are doing an "inadequate job" of educating immigrant children, that bilingual education has been a failure, and that the solution is "heavy" exposure to English. Is this claim correct?

In this paper, we provide a very brief review of research on bilingual education in Arizona. We restrict our survey to controlled scientific studies in which the progress of a group who experienced bilingual education is compared to a control group, focusing specifically on English language acquisition. We present a fairly complete description of each study as well as the actual test scores, as this data may not be easily available to all readers.

> *"When children are tested during bilingual programs or immediately after they are exited, bilingual education shows a clear advantage."*

Research on Bilingual Education in Arizona

The first two studies examine the immediate impact of bilingual education on limited English proficient children. **de la Garza and Medina** (1985) compared children in a bilingual program to English-dominant children in an all-English program. This is a very stringent test; most studies compare limited English proficient children in bilingual programs with equally limited English proficient children in all-English programs. The study was done in Tucson. Eighty percent of the bilingual education children were classified as limited English proficient, but 94% of the comparisons were English-dominant. In addition, the socio-economic class of the English-speaking children may have been higher (37% free lunches, versus 76%).

The first language was used 75% of the time in grade 1, 70% in grade 2, and 50% in grade 3. Reading instruction in the bilingual classes was done in Spanish, and language was alternated weekly or monthly in subject matter classes, with the instructional language "contingent upon the L2 proficiency of the LEP student" (p. 251). Children in the bilingual program scored slightly higher than the English-dominant comparison students in every grade tested, although differences were not statistically significant. The small sample size for the bilingual group is of concern, but the results are spectacular. Children in bilingual education did as well, and perhaps slightly better than, a group of children who were dominant in English and performed at national norms.

Saldate, Mishra and Medina (1985) was conducted in Douglas, Arizona, a city on the Mexican border in which a great amount of Spanish is spoken. Bilingual education students were all from one school whose enrollment was nearly entirely Mexican-American. Comparison subjects were from other schools, "whose enrollment ranged from 60 to 90 percent" Mexican-American (p. 26). While bilingual education students were described as "low socio-economic" there was

Table 1: Bilingual Ed versus English Dominant Children

Program	Bilingual Educ.		English	
n	25		117	
Grade	mean	sd	mean	sd
Grade 1	50.3	7.3	49.6	7.3
Grade 2	52.9	8.1	51.3	8.5
Grade 3	51.9	8.2	50.4	7.3

Source: de la Garza and Medina, 1985

no description of comparisons, but Saldate et al. note that in the study, pairs of students from each group were matched on the basis of the Peabody Picture Vocabulary Test.

The description of the bilingual program was provided in **Medina, Saldate and Mishra** (1985), a follow up study discussed below. For subject matter, the "preview-review" method was used in which material is presented in one language and then reviewed in the other, followed by another review in the first language. Spanish reading and ESL was also included. According to the Medina et al. study, the first language was used 90% of the time in grade 1, 80% in grade 2, and 50% in grade 3. Also, by grade 3, alternate days instruction was introduced for subject matter teaching.

Children were tested at the end of grade 2 using the Metropolitan Achievement Tests and at the end of grade 3 with the Wide Range Achievement Tests (WRAT). Scores for English reading are presented here for the WRAT, a test that emphasizes word recognition and decoding. Results are presented in Table 2. The comparison group scored slightly better than the bilingual education students in grade 2, but differences were small and not statistically significant. In grade 3, the bilingual education students outperformed the comparisons. The difference was statistically significant and quite large. These results should be interpreted cautiously, because of the small sample size and the fact that the grade 3 sample was reduced from grade 2, but they are impressive.

Table 2: Results from Saldate, Mishra and Medina (1985)

Program	Bilingual			Comparison		
Grade	n	mean	sd	n	mean	sd
Grade 2 (MAT)	31	119.70	30.21	31	128.19	29.04
Grade 3 (WRAT)	19	62.47	15.71	19	51.26	7.63

Results of these two studies are fully consistent with the results of studies conducted elsewhere. Greene (1997), for example, concluded that the use of the native language in instructing limited English proficient children has "moderate beneficial effects" and that "efforts to eliminate the use of the native language in instruction ... harm children by denying them access to beneficial approaches."

The next two studies examine the progress of graduates of bilingual education. **Medina, Saldate and Mishra** (1985) is a follow-up of Saldate et al. (1985). Subjects were graduates of the bilingual program described in Saldate et al., (but were not the same children examined in that study), and had received bilingual education up to grade six. After grade six, instruction was all in English. All subjects in both the experimental and control group had graduated from high school on schedule. In both the experimental and comparison groups, all who remained to graduate on schedule were tested: in the bilingual group, 19 out of an original 136 (14%), and in the comparison group, 24 out of an original 136 (18%), nearly identical percentages. The results of tests administered in grades 6, 8, and 12 are presented in Table 3. There were no significant differences between the groups at any of the levels, although the comparisons did slightly better. Note that at grade 12, both groups were near national norms. Once again, sample sizes were quite small.

Table 3: Results from Medina, Saldate and Mishra (1985)

Program	Bilingual			Comparison		
Grade	n	mean	sd	n	mean	sd
Grade 6 (MAT)	19	44.78	8.20	24	46.23	5.51
Grade 8 (MAT)	19	46.82	8.69	24	47.83	6.95
Grade 12 (CAT)	19	49.57	7.95	25	52.82	5.18

MAT: Metropolitan Achievement Test
CAT: California Achievement Test

Powers (1978) studied the progress of graduates of bilingual education in Nogales. Students were tested at grade 5 on the Stanford Reading Test and at grade 7 on the Gates-MacGinitie Reading Test. We have little description of the bilingual program; we know only that bilingual education students in the study had been in bilingual education for three to five years, and that, in grade 1, 85% of instruction was in Spanish, and in grades 4 and 5, 30% was in Spanish. Comparisons were Mexican-American students who had not been enrolled in any bilingual education programs.

Table 4 presents mean scores for bilingual education graduates and comparisons, adjusted for socio-economic factors. Students in the comparison studies did better than students in bilingual education in grade 5, but this difference was reduced by grade 7, and was not statistically significant.

Powers also presented evidence that students who reported

Table 4: Adjusted Means for Tests of Reading Comprehension

Grade	n	bilingual	n	comparisons
Grade 5	40	4.60	41	5.09
Grade 7	44	21.36	43	23.82

Source: Powers, 1978

more English use at home on entry to school and at grade seven had higher reading scores. Of crucial importance is the fact that comparison students reported more English use. This factor, however, was not controlled in the analysis. The results of this study are only suggestive: An important control, English use outside of school, was not included, and we have no description of the bilingual program. These factors could act to underestimate the effect of bilingual education.

In studies conducted outside of Arizona, graduates of bilingual education have been shown to do very well, sometimes outperforming native speakers of English in their districts (Burnham-Massey and Piña, 1985; San Francisco USD, 1998). In the two Arizona studies involving graduates reviewed here, bilingual education graduates also did well, achieving close to national norms in one case, and performing only slightly worse than comparisons in another case, despite using less English outside of school.

Summary

When children are tested during bilingual programs or immediately after they are exited, bilingual education shows a clear advantage. Results for the highest grade for Saldate et al. (1985), are quite positive, and de la Garza and Medina (1985) show that bilingual education students do as well as English-dominant students. The results of studies done with graduates of bilingual education are also encouraging, with graduates performing at national norms in one case.

These results do not support the view that bilingual education in Arizona is a failure. In fact, Arizona studies strongly suggest that bilingual education is beneficial, a conclusion that is consistent with the results of studies done in other states. What is clear is that calls for the elimination of bilingual education are completely unjustified.

The results presented here probably underestimate the positive effects of bilingual education. We have little information about the details of the bilingual education programs, and what details are provided suggest that the programs were not set up in an optimal way (Krashen, 1996). One would expect that bilingual programs that are better implemented would produce even stronger results. We have learned a great deal since the 1970's and 1980's.

Postscript

In recent years, students in bilingual education in Arizona have also consistently outperformed limited English proficient children in English-only programs on SAT9 tests of reading (Crawford, 2000b). As Crawford notes, these comparisons are very crude, as there is no control for any possible confounding variables, including pretest levels of English literacy, socioeconomic class, the type of program, or the duration of the treatment. We present here the 1999 SAT9 results, reported in January, 2000. Note that bilingual education students scored higher at every grade level. Bilingual education students did better than English-only students for the previous two administrations of the SAT9 as well. ◆

Table 5: 1999 SAT Results-Reading Scores

Grade	Bilingual education		English-only	
	n	mean	n	mean
2	1029	37.2	3594	37
3	1213	35.9	4150	32.3
4	1247	38.4	4021	33.8
5	2026	32.4	4775	31.6
6	1506	34.7	4327	34.3
7	1257	33.4	3891	31.8
8	1016	35.4	3798	32.6
9	768	33.4	2613	27.7
10	708	33.6	2196	25.5
11	564	33.4	1681	26.9

Note: Mean scores are NCEs (normal curve equivalents).

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Authors' Acknowledgment

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Additional Information

The entire text of Proposition 203 can be found at
http://www.alec2000.org/prop203.htm

ISSUES IN INDIGENEOUS BILINGUAL EDUCATION

Column editor: Dr. Jon Reyhner, Northern Arizona University, AZ

English for the Children—Arizona

Signatures are currently being gathered in Arizona to place an initiative similar to California's Proposition 227 on the November 2000 ballot. While the initiative is mainly a misguided effort directed at Arizona's Hispanic population, I would like to discuss its potential impact on Arizona's American Indian population.

As in California, Arizona's version of 227 would bring back English Only instruction, eliminate parental and local choice, dismantle successful bilingual programs, and aggravate the current loss of American Indian languages. If there were a potential for increased student achievement as a result of English Only, one might be able to argue for it despite the negative effects it will have on Indian communities struggling to maintain their languages and cultures. However, there is over a century of experience with English Only Indian education that indicates there is little likelihood that it will raise achievement scores on the long term.

The United States Commissioner of Indian Affairs demanded English Only instruction for all Indian students in the 1880s under penalty of law. But you don't have to go back that many years to see what in all likelihood will be the results of Arizona passing a version of Proposition 227.

I can remember back to 1973 when my wife was reprimanded on her teacher's evaluation for violating a then current Arizona English Only law for using Navajo words with her kindergarten students, some of who came into her Chinle Public School classroom as monolingual Navajo speakers. I and a few other teachers were then proposing the novel idea of bilingual education because our students were on average not succeeding in our English Only classrooms compared to their non-Indian age-mates.

One might contend that English as a Second Language (ESL) teaching methodologies have now become so much better that things will be different if we go back to English Only instruction. But again, Indian schools at the end of the nineteenth century schools were using *sand tables* and Pestalozzi's *object method* to provide Indian students with *comprehensible input* in English.

The use of sand tables and ESL teaching techniques continued into the 1930s. Nancy Heger, a teacher at Eastern Navajo School in Crownpoint, New Mexico, wrote in a 1932 issue of *Progressive Education* that the school lunch was a place to start teaching English, with students learning names for utensils and different kinds of food. She also recommended games to teach vocabulary and noted how:

> The sand table provides another center of never-failing interest, an opportunity for vocabulary building. Here are constructed houses such as we live in, barns, schoolhouse, sidewalks, windmill, stores, chicken houses, pens, fences, troughs, trees, tanks, church, garages, trucks, cars—all illustrative of the school and agency or the home community. Usually, the first sand-table scene consists of the school village.

In the same journal Helen Lawhead, a first grade teacher at the Theodore Roosevelt Boarding School at Fort Apache, Arizona, noted that her students should not be expected to learn to read English without first developing some oral English vocabulary. Students would often read aloud well—yet not comprehend—what they were reading. She declared that, "The child's own experiences should form the basis of his reading materials." She wanted reading material with, *simple sentences* and *plenty of action*. Her students would make original drawing for their favorite stories and dramatize scenes from them. She also used a sand table to *make the story*.

Despite years of English Only instruction, sometimes using model ESL instruction, Indian students remained seriously behind their non-Indian age-mates. This achievement deficit continues today. If one looks at the Arizona test scores, American Indians have, on average, some of the lowest scores in the state. However, most of these students have received little or no bilingual education, so one cannot blame the low test scores on bilingual education.

Cultural assimilation is the lurking goal of English Only instruction, but research conducted by University of Utah professor Donna Deyhle and others have found that students who maintain a *traditional* Indian orientation do relatively well in school. Assimilation today can mean picking up the popular culture transmitted by the mass media and getting involved in a host of antisocial activities such as youth gangs, a new problem in many Indian communities.

When Wayne Holm, who now works for the Navajo Tribe's Division of Education, started examining how to improve student achievement at Rock Point Community School, he first tried improving ESL instruction. But in the 1960s he found that when state-of-the-art ESL instruction was made a part of bilingual education, the students learned more.

The Navajo Tribal Council unanimously passed a resolution on July 20, 1999:

> Strongly opposing the proposed Arizona Initiative "English Language Education for Children in Public Schools" and directing the Education Committee and the Division of Diné [Navajo] Education to inform and educate Navajo schools, parents, and voters of the content and consequences of this initiative.

The text of their whole resolution can be found at **www.alec2000.org/navajo2.htm**.

Most voters have little knowledge about bilingual education beyond hearing

(continued on page 35)

01 [illegible] 19

Colorado Supreme Court Unanimously Rejects English for the Children Ballot Initiative

Anti-Bilingual Initiative Won't be on November Ballot

The Colorado Supreme Court on July 10, 2000 unanimously rejected the wording of the English Immersion Initiative sponsored by Congressman Tom Tancredo and columnist Linda Chavez. In a 7 - 0 decision, the Colorado Supreme Court rejected the ballot wording as "unclear and misleading." The Court also said that the ballot title and description of the ballot issue approved by state officials included improper sloganeering that might cause "confusion." The Court ruling noted the measure could not go on the ballot in its present form.

Justice Hobbs wrote the opinion for a unanimous Court, and two justices wrote separately to say that they would have also ruled that the proposal violated the Colorado Constitution's single subject requirement for ballot initiatives. "Our appeal maintained that the ballot title was deceptive, and the Colorado Supreme Court agreed," said attorney Lorenzo Trujillo, co-counsel for the petitioners in the challenge.

For more than a month, supporters of the initiative had been collecting petition signatures, and organizers said they had collected about two-thirds of the 62,000 minimum needed to make the November 2000 ballot. All of those signatures were invalidated, however, by the Court's ruling since the people signed petitions that contained the faulty ballot title language. Proponents of the measure would have to address the objections raised by the Court and then start to collect new signatures. This entire process would have to be completed by August 7, 2000 to be considered in the November 2000 general election.

Proponents of the initiative said they do not have enough time to start over and still meet the August 7th deadline for submitting petition signatures. A spokeswoman for the Colorado English for the Children stated the initiative would be re-filed for a 2002 election.

Opponents of the initiative formed Common Sense Colorado, a broadly based coalition of parents, educators, political leaders and community activists formed specifically to oppose the Tancredo-Chavez English Immersion initiative. The coalition vowed to fight any 2002 initiative.

For further information regarding the Colorado Initiative, please contact Common Sense Colorado, P.O. Box 480562, Denver, CO 80248-0562 or phone (303) 380-5146. Opinions of the Colorado Supreme Court are available to the public and can be accessed through the Court's homepage at **http://www.courts.state.co.us/supct/supct.htm.** ●

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The Next Step

Implementing Two-Way Immersion Programs in Secondary Schools

By Margaret Crandall, Ph.D. & Michael Loeb, Ph.D., Center for Applied Linguistics

Two-way immersion education, where language minority and language majority students receive instruction in both English and the native language of the language minority students, is an increasingly popular educational program alternative. In 1987 only 30 schools in the United States offered two-way immersion programs. Today there are more than 260, and that number is steadily increasing.

CREDE Research Efforts

Funded by the National Center for Research on Education, Diversity & Excellence (CREDE), researchers at the Center for Applied Linguistics have been conducting an ongoing study of two-way immersion. Their research has several components. In addition to collecting data on two-way immersion programs across the U.S. for the Directory of Two-Way Bilingual Programs in the United States, they are also investigating the language development and academic achievement of students in grades 3-5, the academic performance of high school students once they exit two-way programs, and the professional development of two-way immersion teachers. This article focuses on a fourth area of their research, the articulation of programs from the elementary to the secondary level.

Most of the two-way immersion (TWI) programs currently operating in the United States began in the second half of the 1980s and in the early 1990s. Nearly all of these programs started at the elementary level. Currently, 36 of the 261 schools profiled in the *Directory of Two-Way Bilingual Immersion Programs in the United States* offer secondary TWI programs (www.cal.org/db/2way/). As the other 225 programs reach maturity and as new programs continue to be established, the issues of whether and how to continue at the secondary level become increasingly pressing. Questions such as, "How do we extend a successful elementary TWI program into middle and high school?" "Should we extend our program?" and "What difficulties are we likely to confront in attempting this articulation process?" are frequently heard in the TWI community. *Implementing Two-Way Immersion Programs in Middle and High Schools*, a new CREDE educational practice report by Montone and Loeb (2000), addresses these questions.

> *"How do we extend a successful elementary TWI program into middle and high school?"*

CREDE Report

The report describes and analyzes data from interviews with school and district personnel in seven two-way middle school or high school programs around the country. It presents the challenges of operating a two-way program at the middle or high school level — as well as how schools have tried, successfully and unsuccessfully — to meet those challenges. Each challenge is discussed individually, followed by advice and suggestions from responding programs. Detailed descriptions of each program are also provided, showing how the general advice was put into practice in particular local contexts.

The researchers have found that the traditional goals of an elementary TWI program continue to apply at the secondary level: the development of bilingualism and biculturalism, positive cross-cultural attitudes, and academic achievement. In middle and high schools, students can continue to develop these highly marketable language and cultural skills while studying more advanced content area material. Moreover, these skills can be used to attain tangible benefits such as International Baccalaureate diplomas and college credit through Advanced Placement exams. Despite the benefits, however, many parents are hesitant to place their children in secondary TWI programs — even parents who have been strong supporters of TWI at the elementary level. Due to this reluctance, nearly all of the educators interviewed stressed that careful planning is essential to any articulation design and that such planning should include as many stakeholders as possible: parents, students, counselors, TWI teachers, administrators, and non-TWI teachers. Conducting a parent survey, consulting experts from other programs who have already made the transition to secondary school programs, and explicitly discussing the goals and objectives for the program are recommendations from the field.

Challenges and Suggestions

When moving to the secondary level, there are many more challenges in addition to the overarching issue of planning. These include language distribution and allocation; student participation and motivation; attrition and late entries; curriculum and materials; student scheduling; teams, clusters, and homes; staffing; transportation; and parent involvement.

Coordinators of two-way immersion programs offer suggestions for addressing practical concerns, like how much of the curriculum and which subjects will be taught through the

(continued on page 35)

NABE LEGISLATIVE UPDATE FOR THE 106TH CONGRESS:

House and Senate Conferees Report Out the FY2001 Education Funding Bill

President's Request for Bilingual Education Not Fully Funded

BY PATRICIA LOERA, ESQ.

The House and Senate conferees completed their conference for the FY 2001 Labor-HHS-Education Appropriations Bill, (HR 4577/S2553) on July 26, 2000. Although the Conference report will not be filed until early September, the Conferees did vote on the funding levels. Overall, NABE is concerned that the bill insufficiently funds several important programs that serve our nation's students.

NABE is particularly concerned that the conferees did not fund bilingual education grants at the President's requested level of $296 million. The House and Senate Conferees funded the program at $279 million dollars as outlined in Table 1 below.

Given the dramatic increase in the number of limited English proficient (LEP) children needing services, it is imperative that the programs serving these students receive adequate funding.

NABE is also very concerned that Title I is severely underfunded. The House level funded Title I, and even the Senate's modest increase of $394 million is below the President's requested increase of $416 million. The Congressional Research Service estimates it would cost $24 billion to assure all eligible students receive Title I services. The proposed freeze for Title I will not help schools provide a high quality education to all disadvantaged students, including the approximately 350,000 children who would otherwise benefit under the modest funding levels. NABE urges an even greater investment in Title I than provided by either the Senate or the President's budget.

Once the conference report is filed, both the House and the Senate must vote to accept the conference report. If the conference report passes both chambers, it will then be forwarded to the President. The President must sign into law the appropriations/spending bill before September 30, 1999 to avoid a federal government shutdown.

NABE encourages its members to contact their Congressional representatives and urge them to **Go the Distance for Education Funding** by increasing funding for Bilingual Education by $17 million and education funding overall by 15% to begin meeting the pressing educational needs of America's children, youth, and adults. HR 4577/S2553 fails to meet the challenges of record enrollments at all levels, more students with special needs, teacher and principal shortages and professional development.

Table 1: FY 2001 Labor-Health and Human Services-Education Appropriations Bill (HR4577/S 2553)

	FY2001 ED Request	Conferees Appropriated	Difference
Instructional	$180 million	$180 million	0
Support	$ 16 million	$ 14 million	-$ 2 million
Professional Development	$100 million	$ 85 million	-$15 million
Totals	$296 million	$279 million	-$17 million

Floor Debate on the Elementary and Secondary Education Act (ESEA) Postponed

S.2 *The Educational Opportunities Act* was reported out of Committee, and the full Senate started debate on the bill May 3, 2000. S.2 reauthorizes the ESEA, which includes the federal Bilingual Education Act. NABE supports the bipartisan proposal for the Federal Bilingual Education Act as reported by the Health, Education, Labor and Pensions Committee.

During floor consideration of S.2, Senator Kyl (R-AZ) filed an amendment which would require parental notification and consent before LEP students could be served by any Title VII funded program (Also know as parent opt-in). NABE strongly opposes this amendment, which would reverse efforts made in the 1994 ESEA reauthorization to enhance access to Title VII services for limited English proficient (LEP) students. LEP students would be denied equal educational opportunities while waiting for parents to submit consent forms. Instead, NABE supports opt-out provisions allowing parents to remove their child from a program if they feel it does not meet their child's needs.

On May 9, 2000, S.2 was pulled from floor consideration due to disagreements between Republicans and Democrats on the order of amendments. Specifically, the Republican leadership objected to the Democrats including any type of gun control/reform amendments. Although there has been some discussion about bringing the bill back on the floor for debate, it is highly unlikely that the ESEA reauthorization will be completed this year. Since the S.2 was pulled, no action has been taken on the Kyl amendment.

Aside from the Kyl Amendment, S.2 also contained at least two other major objectionable provisions NABE opposes:

- **Vouchers/Portability:** S.2 allows states and local educational agencies (LEAs) to turn Title I into a "portable" program allowing students who qualify for Title I services to receive a voucher instead. The funds would move with the students if they transferred to another public school and could be used to purchase services from a private school. ***NABE opposes using Title I money to create a limited program of school vouchers.***
- **Block Grants:** The base bill includes a proposal known as *Straight A's* which allows Governors to roll Title I and most other federal programs like Migrant Education, Homeless Assistance, Even Start, and Immigrant Education grants into block grants if the Governor of a state enters into a 5-year performance agreement. ***NABE opposes block granting important programs, which target the most economically disadvantaged students and schools.***

NABE urges Congress to pass H.R. 4333/S.2348, The Fairness and Accuracy in Student Testing.

Across the country — in California, Texas, Massachusetts and many other states— LEP students are being retained, denied a high school diploma and tracked into remedial classes solely on the basis of one test score. NABE supports H.R. 4333/S.2348 because the bill would prohibit schools from making important education decisions about students, like graduation and grade promotion, based on *one* test score. This legislation calls for multiple measures of student achievement, including grades and evaluations by teachers so that one score from a standardized test is never the only source of information.

This bill has been referred to the appropriate committees of jurisdiction. Given the short time period before Congress adjourns, we do not expect the bill will be considered this year. NABE will continue working to make sure LEP children are not being harmed by the inappropriate use of high-stakes testing.

How to Contact Your Representatives

Call or write them.
If you wish to be connected via telephone with your Congressional representatives in Washington, DC, you may reach the House Operator at (202) 225-3121 or the Senate Operator at (202) 224-3121, and ask to be connected.

If you wish to write your Congressional representatives, the address is:

Honorable ______________
U.S. House of Representatives
Washington, DC 20515

-or-

Honorable ______________
U.S. Senate
Washington, DC 20510

If you wish to contact your Congressional representatives electronically, you may do so on the Internet at: http://www.house.gov/writerep/ or http://www.senate.gov/senator/membmail.html

Meet with your Members of Congress.
Your Member of Congress is in the district during Congressional recesses, as well as Friday-Monday most weekends. Members want to meet with constituents. Simply call the district office to either make an appointment or to learn the schedule of town hall meetings.

Invite your Member of Congress to tour a school or college.
Let Members see for themselves the positive contributions federal dollars make to your school. Simply send a short letter of invitation and follow up with the district office scheduler.

Share your feedback with NABE.
Because of our regular contact with Congressional offices in Washington, DC, it is important for the NABE staff to hear about your visits, especially if your member makes a commitment to support a particular piece of legislation or if the member raises specific concerns about an issue of importance to our children. Feel free to contact NABE's Legislative Director, Patricia Loera at P_Loera@nabe.org.

NABE Urges the U.S. Senate to Pass The Latino and Immigrant Fairness Act

The U.S. Senate has been stalemated for months over the issue of passing legislation that would increase the number of H-1B visas for foreign skilled workers without addressing other pressing immigration related issues. Latino leaders from across the country and an impressive broad coalition of labor unions, business groups, human rights groups, religious organizations, conservative and progressive think tanks have called on Congress to pass S. 2912, *The Latino and Immigrant Fairness Act.*

The *Latino and Immigrant Fairness Act* will help immigrants who have been left in limbo for far too long under punitive and insensitive immigration laws enacted with the passage of the 1996 *Illegal Immigration Reform and Responsibility Act*. The bill would also help sustain our nation's prosperity, by making permanent and legal, defined groups of immigrants who are already here and already working. This legislation would keep workers working, families together, and our economy strong.

The *Latino and Immigrant Fairness Act* includes:

- **Restoration of Section 245(i).** The provision to restore Section 245(i) would restore a long-standing and sensible policy that was unfortunately allowed to lapse in 1997. Section 245(i) of the Immigration Act had allowed individuals that qualified for a green card to obtain their visa in the U.S. if they were already in the country. Without this common-sense provision, immigrants on the verge of gaining their green card must return to their home country to obtain their visa. This has led to the forced separation of

(continued on page 35)

Report on a Study of *Normalistas'* Ethnic Identity and Teaching Efficacy

By Ellen Riojas Clark, Ph.D. and Belinda Bustos Flores, Ph.D.

Data on the current population of the United States indicates that the field of teacher training must change to meet the needs of the children in the public school system. In order to meet a pressing need, teacher training programs must concentrate on increasing the number of teachers entering the field and developing competencies for all teachers that will prepare them to develop with the changing realities of the classroom of today and tomorrow.

Introduction

In addressing the bilingual teacher shortage, it is imperative that the issue be examined from a multidimensional perspective. For example, efforts to increase minority prospective teachers may have a direct link to augment the number of bilingual educators. In addition, increasing the number of prospective bilingual teachers by tapping into the population of immigrants who are trained teachers may be a viable plan.

The rationale for including these teachers trained elsewhere is that there is a definite need to increase the number of competent bilingual educators. Since few studies focus on incorporating foreign-trained teachers into the existing pool, it is also important to look at them in an in-depth manner. This report will summarize a study that is part of a bilingual teacher preparation program designed to certify *normalistas*, teachers trained in Mexico. Project Alianza[1] addresses the bilingual educator shortage by recruiting foreign-trained teachers who are legal residents, evaluating their course work from Mexico, developing a certification program for them, and helping them complete the university program.

This research study is located at one of four universities that form the project alliance. Among the expected results at the end of the five-year grant period of the project are: 1) to increase the pool of certified or endorsed bilingual teachers by 2000; 2) to create models for the enhancement of teacher preparation programs and outreach strategies; 3) to tap unused resources that improve the quantity and quality of teachers of bilingual and bicultural students (Supik, 1999).

> *"A pressing matter for universities is to increase the pool of teachers entering the field of bilingual education by retooling foreign-trained teachers."*

Because of demographics, it is important to prepare teachers who are able to relate to the educational and psychological needs of language minority children. Assumedly, teachers receiving training in bilingual education are provided specialized skills in dealing with issues concerning language minority children. This brings us to a complex issue: A pressing matter for universities is to increase the pool of teachers entering the field of bilingual education by retooling foreign-trained teachers. If this is the case, then we must examine who are these potential teachers who have received their training elsewhere, and what is their sense of classroom efficacy?

Rationale

Pedagogical disparities along with the increasing school failure among language minority children, as evidenced by high dropout rates and underachievement, further support the need for minority teachers to have a positive sense of self which includes a strong ethnic identity.

In order to better understand the relationship between teacher-efficacy (i.e., effectiveness of teacher perception of their pedagogical style) and self-concept, we must first examine the relationship of self-concept and ethic identity. Phinney, Chavira, and Tate (1993) and Bernal, Knight, Garza, Ocampo and Cota (1990) have indicated that a positive correlation exists between self-esteem and ethnic identity. We posit that variables such as self-concept and ethnic identity play an important part in the efficacy of successful teachers. In essence, teachers with a strong sense of ethnic identity have an enhanced self-concept, which, in turn, provides empowerment, i.e., a sense of internal power, self-efficacy.

This development of self leads to a better understanding of others and enhances communication and social relationships with their students. If this is the role of a good teacher in a multicultural setting, then it is necessary to ascertain the importance of the findings, as presented in the review, toward the training of pre-service bilingual teachers. That is, the training should include ethnic identity and self-concept building. Our study examines the interaction of three key attributions: self-concept, ethnic identity, and teacher self-efficacy. The questions, then, are: "Do Mexican trained teachers have an enhanced self-image and a strong ethnic identity? Does this, in turn, affect their sense of teaching efficacy?

Review of the Literature

At present, a great disparity exists in the number of LEP students and the current number of teachers trained to work with language minority students. One is confronted with a sense of urgency when examining the current trends in the number of prospective teachers as compared to the number of limited English Proficient (LEP) students, (Reyna, 1993). These types of disparities further support the need for recruiting prospective minority/bilingual teachers and retaining them.

However, the results of recruitment efforts have not always been successful. Schnailberg (1994) reported that in the Houston Independent School District [HISD], in an attempt to meet the bilingual teacher shortage, there was a rush to recruit "bilingual" candidates from other countries into the district's alternative certification program. Apparently, several central office personnel were placed on leave after it was revealed that many of the bilingual teachers hired under the alternative certification program were in fact not eligible for the program. Allegedly, central office personnel had assisted many of these alternative certification bilingual teachers in cheating on teacher exams, falsifying documents, and obtaining illegal work permits.

It is vital that the schools provide students with teachers whose cultural frameworks are similar to the students. Snow (1990) cites research studies that show that when children are provided with teachers from their own language and cultural groups, their academic achievement improves. Since we view the teaching-learning process as complementary, our perspective follows that of Portes (1996), Jackson (1986), Valencia and Aburto (1991)—that the cultural compatibility of the process is important both for teaching and learning. We, therefore, strongly believe there is a pressing need to augment the pool of ethnic minority teachers in the United States.

Study Design/Methodology

Participants. The participants were legally residing *normalistas* who had applied to the Project Alianza bilingual education teacher-training program at a local university.

Instruments. Participants were asked to complete a Spanish version of the *Teacher Self-Efficacy Quiz* (*TSQ-S*) (DiBella-McCarthy, H., McDaniel, E. A., & Miller, R. (1995). The researchers back translated the instrument. Using the *Who am I?* (Hurstfield, 1978) format in Spanish (*WAI-S*), which was also adapted by the researchers, the participants were asked to complete the open-ended question using 20 descriptors and to list their ethnicity.

> *"When teachers believe their efficacy is affected by external factors such as (students') home life, culture, community…they are more likely to have a deficit view of their students' ability."*

Data Analysis. Triangulation and peer debriefing were employed to validate the themes identified through the *WAI-S*. Descriptive statistics were used to provide a portrait of the *normalistas'* view of self. MANOVA procedures were used to conduct an analysis of the survey data and the coded themes.

Findings and Discussion

The uniqueness of our research lies in several areas. It is the first or only study using the *WAI* and the *TSQ* in Spanish with a Spanish-speaking population. Our findings go against stereotypes commonly held about Latinos, and in particular about Mexican populations, in regards to individualism vs. collectivism. The collective competitive nature of the *normalistas* was an aspect noted not only by the research findings but also by university faculty and administrators. Although some of our findings were not different from research on generalized or bilingually prepared teachers, the results indicated that:

- *Normalistas* exhibited a strong national ethnic identity;
- *Normalistas* revealed a lack of sociopolitical awareness and schooling experience in the United States;
- *Normalistas* had a strong healthy self profile; and
- *Normalistas'* view of self can affect their teacher efficacy.

An implication drawn from the findings indicates the importance of having an internal locus of control. When teachers believe their efficacy is affected by external factors such as home-life, culture, community, institutional regulations, etc., they are more likely to have a deficit view of their students' ability. Therefore, these findings shed light on what is needed in designing teacher preparation programs for foreign-trained teachers.

Conclusion

U.S. teacher preparation programs must broaden their view of foreign-trained teachers. An important consideration in the integration of *normalistas* into U.S. teacher-training programs is to critically examine their potential as bilingual education teachers.

In addition, these types of research will vivify and identify successful recruitment, retention, and retooling programs. Furthermore, this can provide guidance in implementing effective programs. Therefore, we suggest it is imperative that teacher-training programs focus on the development and enhancement of ethnic identity in teachers in order to insure school success for language minority students. As well, teacher-training programs should provide teachers with the skills necessary to enhance the ethnic identity of their future students, in this way building internal power.

That successful teaching in cross-cultural classrooms is dependent on a positive self-esteem is a factor that has been well established by several studies—including the present. The way the school responds to cultural differences affects the degree of school success for students. The link between self-image for both teacher and student and school success must be further explored to ensure success for language minority students. Insights gained from this study should assist in creating appropriate innovations and enhancements in current bilingual teacher education programs. These research findings should provide a basis for the restructuring of teacher preparation program in order to increase the numbers of teachers prepared to teach in multicultural and bilingual classrooms. ●

Note: A more extensive article has been submitted for publication in other publications.

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Notes

1. Project Alianza is funded by the W. R. Kellogg Foundation and is a collaboration of Intercultural Development Research Association and the Mexican and American Solidarity Foundation. The views presented here are those of the authors and not of these organizations.

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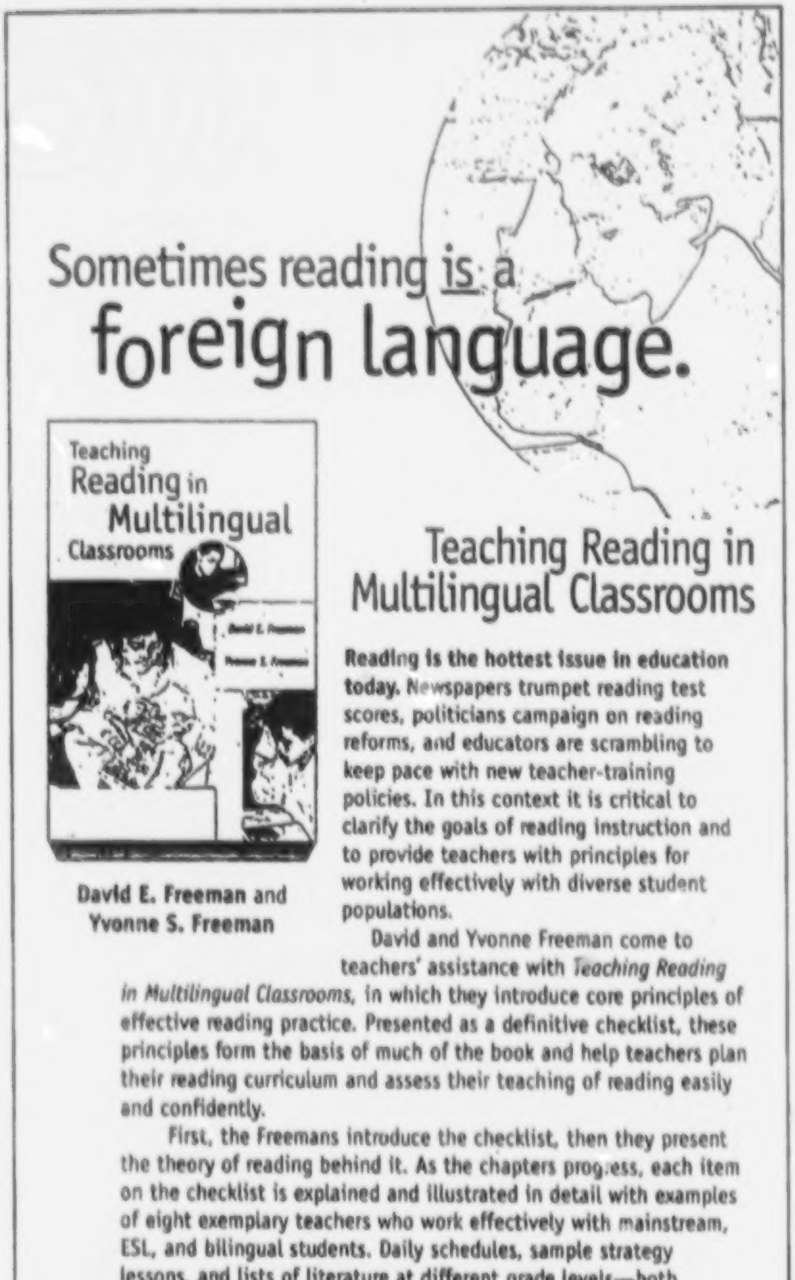

Sometimes reading is a foreign language.

Teaching Reading in Multilingual Classrooms

David E. Freeman and Yvonne S. Freeman

Reading is the hottest issue in education today. Newspapers trumpet reading test scores, politicians campaign on reading reforms, and educators are scrambling to keep pace with new teacher-training policies. In this context it is critical to clarify the goals of reading instruction and to provide teachers with principles for working effectively with diverse student populations.

David and Yvonne Freeman come to teachers' assistance with *Teaching Reading in Multilingual Classrooms*, in which they introduce core principles of effective reading practice. Presented as a definitive checklist, these principles form the basis of much of the book and help teachers plan their reading curriculum and assess their teaching of reading easily and confidently.

First, the Freemans introduce the checklist, then they present the theory of reading behind it. As the chapters progress, each item on the checklist is explained and illustrated in detail with examples of eight exemplary teachers who work effectively with mainstream, ESL, and bilingual students. Daily schedules, sample strategy lessons, and lists of literature at different grade levels—both elementary and secondary—help readers put the principles into practice. In the final chapter, the Freemans address some of the hard questions teachers, administrators, and parents raise about reading, including questions about phonics and phonemic awareness.

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NABE 2000 Parent Institute Mobilizes Parents

BY ANNA ALICIA ROMERO

In analyzing the U.S. system of public education and the role of equity, Dr. Jose A. Cárdenas, founder of the Intercultural Development Research Association (IDRA), referred to the public school system as being incompatible with the minority students it serves: "The dismal failure of American schools in the education of minority groups can be attributed to the incompatibilities that exist between the characteristics of the target minority population and the characteristics of an instructional program developed for a White, Anglo-Saxon, English-speaking, middle-class oriented population. Incompatibilities exist in economic level, mobility, and societal perceptions, but perhaps the most glaring incompatibilities exist in the areas of culture, including language (Cárdenas 1995)."

A similar incompatibility can be observed between schools and the need for minority parents to have a voice in their children's education. These perilous times for the advancement of equity in our schools, however, require the collaboration of schools, families and community. The best way for us to arrive at constructive solutions—where all children will benefit—is through collective action.

Mobilizing an informed parent network to advocate for excellent bilingual programs in our public schools will be key to ensuring that equity in our schools is championed and preserved. During the past five years IDRA has focused attention to nurturing parent leadership, especially with language-minority families and those who are economically disadvantaged. The model of working with parents to plan parent conferences has served as a laboratory for leadership and has given us the opportunity to connect with parents from around Texas. Often addressing equity issues such as access to quality bilingual programs, these education conferences have also led to the creation of a network of parent leaders. The basic tenet throughout our work with children and families is that all are valuable—none is expendable.

The seed for a national network of parents to advocate for quality bilingual programs was planted at the annual conference of the National Association for Bilingual Education (NABE) in 1999 (Montemayor, 1999). We moved forward in strengthening the concept of a parent coalition for bilingual education at the NABE 2000 conference.

> *"The Parent Institute created a forum where families could unite, become informed, and strategize."*

The NABE Parent Institute

The NABE 2000 conference held in San Antonio, Texas involved close to 7,000 bilingual educators, researchers, and advocates. The parent institute ran concurrently with the general conference. Parents from the San Antonio area representing six different school districts helped organize the event. From beginning to end, parents had a hand in the preparation and execution of the bilingual institute.

More than 150 parents and educators attended the institute that was translated into Spanish and English. They came from Arizona, California, Colorado, Illinois, Louisiana, Maine, New Mexico, Oregon, Texas and Wisconsin. Each participant received a packet of bilingual (Spanish/English) information that contained the agenda for the two days, useful articles on bilingual education, information on dual language programs and parent leadership in education, and information on the formation of the Parent Coalition for Bilingual Education, a parent advocacy group.

The three objectives for the institute were: 1) to model parent leadership in education; 2) to learn more about leadership and bilingual education; and 3) to dialogue with parents and community members seeking solutions to educational and social problems. The framework for the conference included having brief presentations followed by small group dialogues that were facilitated by parents. Participants were randomly assigned to their discussion groups. Each small group had its own recorder and an appointed reporter who would share a summary of the discussion with the larger audience.

The general presentations included topics, such as:

- the importance of quality dual language and bilingual programs and validating the home language;
- parents describing the role of parents in identifying quality bilingual programs, becoming part of the classroom and becoming advocates and community organizers for quality bilingual programs;
- the economic impact of a bilingual workforce;
- a panel of four teenagers talking about the benefits of bilingual education; and
- the need for parents as advocates for bilingual education.

Each group focused on the following broad questions:

What points made by the speaker were most interesting or important to you?
¿Cuales puntos hechos por la conferencista fueron los mas interesantes o importantes para usted?

What did you learn?
¿Qué aprendió?

What action should we take as a result of these ideas?
¿Qué acción se debe de tomar como resultado de estas ideas?

Modeling Parent Leadership

Participants observed parents assuming various leadership roles, such as being masters of ceremonies, facilitators, presenters and organizers. Family stakeholders in education, who were also involved in the overall planning of the conference, facilitated the sessions. On the first day, two mothers from San Antonio facilitated the majority of the activities, and the final portion of the day was facilitated by two IDRA parent liaisons who have children in public schools. A grandmother of children in public schools and a father of school-age children facilitated the second day.

A clear example of parents modeling leadership was the panel of parents who spoke on the various forms of parent leadership. One panelist spoke about parents being a resource to the school and how to identify effective bilingual programs. Another panelist spoke about the rights of parents to participate in the public school system. The final panelist described her participation in her child's education as an advocate for quality dual language programs in her child's elementary school. She described her collaborative work with the school district and other parents in her district to extend the dual language program to the middle school level.

Facilitators modeled an important leadership skill: listening. They were trained to ask key questions and move the discussion along without making judgements on the opinions being expressed and treating the group with respect.

"It was a place where people set aside fears to talk about the highly sensitive subjects of culture, language, identity, and our children's place in the future."

Seeking Solutions Through Dialogue

The NABE parent institute allowed parents to come together in a profound way—not just talking about their children but also discussing issues that surround their children and how they as parents can take action. The institute provided an inclusive, safe arena for parents, students, and "experts" to be heard and to listen to one another. It was a place where people set aside their fears to talk about the highly sensitive subjects of culture, language, identity and our children's place in the future. Parents, especially the quiet ones, had a chance to speak out.

"It was a place where people set aside fears to talk about the highly sensitive subjects of culture, language, identity, and our children's place in the future."

The dialogue among participants was very important because it allowed them to process the information received, and it gave parents a safe forum to voice their opinion about bilingual education and leadership to their peers and educators. The discussion also allowed educators to listen to parents' points of view and parents to listen to educators.

The culmination of each day was a plan of action that came from the different small groups. To make the transition to taking action for quality bilingual programs, participants were asked to: 1) reflect on their connections at the community, state and national levels; 2) determine how they were going to mobilize people for excellent bilingual programs; and 3) to set a goal date for these actions to occur.

"As advocates and educators, we must be unwavering in our stance for quality language response programs."

The NABE 2000 parent institute provided a forum where parents could speak to one another about their concerns with bilingual programs and their vision of children's future with bilingual programs. It was a chance for educators to listen to the experiences of parents who have been defending their children's right to have access to and receive a quality bilingual or dual language program. As peers in a setting where all points of view are valued, educators were able to listen to parents' concerns about education; their expectations for their children's learning; and how that learning will impact their children's future. It created a forum where families could unite, become informed and strategize.

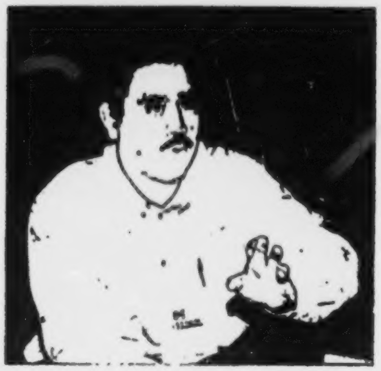
An Organizer Reflects

Through this exchange, parents learned more about how the sense of urgency for education reform and the haste to see rapid results have led to reactionary ideas that, in the long run, will only exacerbate inequities in our public schools. For example, California's Proposition 227, also known as the Unz Initiative, is one such idea. Based on anecdotal stories and an anti-immigrant agenda and fueled by the corporate dollars of a few people (especially from people living in other states), the proposition fed on that impatience. This proposition effectively eliminated bilingual education and re-

quired all children to learn English in their first year of school. It was passed in June of 1998, largely based on misinformation about the effectiveness and appropriateness of quality bilingual programs and the students they serve.

The policies that exist for bilingual education today in 49 states did not emerge spontaneously. It was not the educators who raised the red flag on the inequalities for students whose native language was other than English. Instead, it was a group of Chinese families who brought forth the *Lau vs. Nichols* case (in California in 1973) arguing that their children did not have equitable opportunity to learn when taught in a language that they did not understand (English). The language exclusion was denying them an opportunity to achieve at high levels. The U.S. Supreme Court agreed, stating that schools must provide appropriate language services to their students.

Twenty-seven years later, the struggle for equity in the education of language-minority students remains and has taken a new twist. The passage of Proposition 227 in the state where the *Lau* case originated (and with the support of some language minority families) and the threat of other Unz-like initiatives in the states of Arizona and Colorado, is a highly organized and calculated attempt to dismantle the rights children saw validated under *Lau*. Parents agreed that the initiatives that are cropping up in other states would deny equitable treatment, access and inclusion to language-minority children. These students will be placed in English-only classrooms that blatantly devalue their language, their culture and their identity. Bottom line, they will be placed in environments that hinder learning. Having heard presentations and discussions on the anti-bilingual efforts, it was clear to parents that they must act.



A Call for Institutional Support of Parent Action

If those who are culturally and politically disenfranchised are to make headway in the emerging economy, they must hold fast to their cultural and linguistic identity. Without a doubt, challenges exist for any group of parents organizing to ensure that schools are being inclusive of all children and families and to holding schools accountable for the learning of all children. Much resistance will come from the institution being pressured to change and from other parents. Political support for equity for language minority children is waning as a wave of anti-bilingual policies is being introduced and passed in state legislatures and in Congress.

As advocates and educators, we must be unwavering in our stance for quality language response programs. We must also actively support the nurture and actualization of parent leadership. Recognizing families as valuable partners in education and in our future as a society will keep us from being vulnerable to those who attack our children's rights. Together, key stakeholders can form a powerful mobilized force.

A mobilized community acts to fulfill its mission. It does not waiver; it seeks truth and it keeps pressuring for the good of everyone in the community. We must mobilize to reclaim our schools and make them work for all children. We must show those who would deny children their language and their dignity that organized people can defeat organized money. It is possible. It is crucial—now! ●

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School/Community Partnerships

Supporting Language Minority Student Success

By Carolyn Temple Adger, Center for Applied Linguistics

On their own, schools and families may not be able to support the academic success of every student (Kirst, 1991). In particular, language minority students, including immigrants and the U.S.-born children of immigrants, may not receive appropriate educational services due to a mismatch between the languages and cultures of the schools and those of their communities. To enhance support for these students, many schools have partnered with community-based organizations (CBOs)—groups committed to helping people obtain health, education, and other basic human services (Dryfoos, 1998). The programs they operate promise to assist students in ways that lie beyond the schools' traditional methods (Dryfoos, 1998; Heath & McLaughlin, 1991; Melaville, 1998). This research brief will provide some findings of a national study of school/CBO partnerships.

Researchers from the Center for Research on Education, Diversity & Excellence (CREDE) collected descriptive data on partnerships that promote the academic achievement of language minority students. After a nomination process, 62 of 100 identified partnerships were selected to study. Thirty-one completed a survey, and 17 of these partnerships were visited. Survey and site visit data indicate that the majority serve clients who are all or nearly all English language learners. One third of the 31 serve only Spanish speakers. The others serve multilingual populations in which speakers of Spanish are most numerous, followed by Vietnamese, Haitian Creole, Chinese languages, Lao, and Tongan. Typically, students are referred to the programs based on teachers' concerns, grade point average, testing results, limited English proficiency, attendance, or personal and family problems—but students also enroll voluntarily.

Three types of CBOs join with schools to support language minority students:

- Ethnic organizations. For example, the Filipino Community of Seattle partners with the Seattle Public Schools to operate the Filipino Youth Empowerment Project.
- CBOs whose only function is a school partnership. The Vaughn Family Center in Pacoima, CA was established to partner with one elementary school.
- Multi-purpose service organizations. The Chinatown Service Center operates the Castelar Healthy Start program at a Los Angeles elementary school with tutoring for students as well as health and other family services.

Most of these CBOs are nonprofit organizations.

Inside School/CBO Partnerships

School/CBO partnerships are highly variable in terms of who the partners are, how they relate to each other, and what contributions each brings. They may include one or more schools and one or more CBOs. Many partnerships responding to the survey also included colleges or universities (58%) and businesses (29%). Sometimes federal, state, and local government agencies provide funds or services—health, social, and other—at the program site. California's Healthy Start initiative funds programs that integrate the education, health, and social service systems for the benefit of children and families.

> *"Partnerships support academic achievement not by 'mimmicking schools' but by filling in and reinforcing the supports that schools often assume students already have."*

School/CBO partnerships tend to be fluid. Often, a single project brings organizations together, but over time, new partners offer new services and programs evolve. Groups may leave the partnership as funding runs out. Each partnership studied had a history of changing partners and/or programs. The dynamic nature of these partnerships allows them to take on new functions as needs and opportunities appear.

Relationships among partners vary (Crowson & Boyd, n.d.). Sometimes one organization hires program staff, and another provides funds and specialized resources. In 32% of the cases studied, the school led the partnership, and in 25%, a partner outside the school took the lead. In other partnerships, frequent contact—in regular meetings and informal interaction—allowed shared decision-making.

Partners bring a range of resources to the programs. Often schools refer students, and CBOs bring tutoring, health, and social services, community outreach, and mentoring. Other contributions come from both the schools and partners: staff, space, funding, political support, volunteers, program direction, evaluation, skills training for students, access to the workplace, and transportation.

Functions of School/CBO Partnerships

The school/CBO partnership movement is far-reaching. It touches students of every age and fulfills a broad range of functions. At the preschool and elementary levels, programs offer a range of services to parents and families so that children are prepared for and supported through school. At the secondary level, programs often provide academic tutoring in the students' first language. The programs promote leadership skills and higher education goals, but they also address social factors that may interfere with student achievement (e.g., pregnancy, gang involvement).

School/CBO partnerships adapt to the schools' academic programs. Some partnerships lead full service schools with educational programs for students and families as well as comprehensive health and social services. Some operate alternative academic programs. Dade County (FL) Public Schools contracts with ASPIRA, an organization serving Latino youth, and with the Cuban-American National Council to run small, preventative middle schools for at-risk students. Other school/CBO programs augment the school's academic program. At the South Bronx High School in New York City, the South Bronx Overall Economic Development Corporation runs a program for students having trouble with the academic demands of high school.

Program Success

School/CBO partnerships and programs that effectively help language minority students achieve school success are distinguished by adequate resources, partnership and program flexibility, responsiveness to the clients, and provisions for evaluation.

Resources

Although funding is a required resource for all programs, a central, defining element of successful programs is high quality staff. In each site visit, CREDE researchers met skilled and committed staff members who were very knowledgeable about their programs and the clients. Often their professional expertise was amplified by an affiliation with the client population, such as shared language and culture and similar immigration experiences.

One program in San Jose, CA employs immigrant women who have overcome many of the same social and educational challenges as the parents and children with whom they work. In addition to demonstrating how parents can support their children's school success and helping connect parents with teachers, these women serve as role models for clients with few contacts outside the immigrant community. Because they share clients' backgrounds and understand their experiences in and out of schools, staff develop trusting relationships with clients that promote program effectiveness. These relationships are more personal than typical teacher-student-family relationships, but they are similar in that program staff take an authoritative stance toward the client based on experience, cultural knowledge, and training.

Flexibility

Another defining attribute of successful school/CBO partnerships is structural and programmatic flexibility. The freedom to take on new partners and new programs enhances partnerships' responsiveness to clients.

Responsive Program Design

Successful partnerships offer appropriate programs that build on clients' needs (NCAS, 1994). Program designs respect clients' linguistic and cultural identity. Successful programs are also accessible both physically and psychologically. In other words, they operate where and when the clients need them and in ways that seem familiar. All of the programs studied show clients that school success is possible—clients can achieve.

Evaluation

Effective partnerships monitor their programs and use what they learn to improve their services. High quality programs have clear goals for their work and they record their progress in reaching them.

Conclusion

In their traditional configuration, schools can not take on all of the work that is essential to supporting academic achievement. School partnerships with CBOs and other organizations help to broaden the base of support for language minority students. Partnerships support academic achievement not by "mimicking schools," (C. Collier, 1998) but by filling in and reinforcing the supports that schools often assume students already have. Broadly viewed, they focus on helping students achieve school success, a construct composed of behaviors such as understanding instruction, attending school regularly, taking leadership in the school and community, and more. Supporting school success may require tutoring in the student's first language or services that have traditionally been viewed as secondary to academic achievement, such as health care and advice on pregnancy prevention so that students can come to school, and parent education programs so that parents can help children with school work. The partnerships understand that these services are not secondary at all. Schools that act on this view can move toward more successfully retaining and educating language minority students who are at-risk. ●

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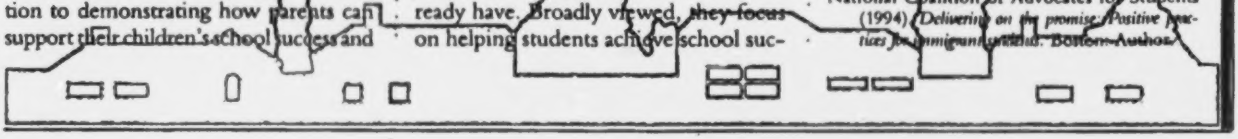

NABE NEWS BOOK REVIEWS

Column Editor: Dr. Beti Leone, Fresno Unified School District, Fresno, CA

English At Your Command

Often, a teacher of English Language Learners (ELLs) finds herself in a situation where she is provided with English language arts books and materials that are aimed at native speakers of English. Furthermore, expectations for the way the language arts curriculum is to be taught and assessed imply many unspoken directives—including teaching methods—that show a lack of understanding that a language arts curriculum designed for native speakers cannot be taught the same way as language arts for ELLs, given their diverse backgrounds and special needs for acquiring a new language, English.

Now, from the publishers of *Into English*, a multi-level core ESL series that builds content-based language proficiency, comes the new language arts handbook plus practice book, *English At Your Command*, available in both student and teacher editions. According to the publishers, this book "is specially designed for English learners and at-risk students" and can be used across several grade levels. It can be used by the teacher for instruction and by the student as a user-friendly, independent tool. The key features of the handbook include:

- five chapters to build vocabulary, promote the use of graphic organizers, develop skills in writing, grammar, mechanics, and research;
- Dateline USA (a resource appendix) to build familiarity with U.S. history and culture;
- contextualized explanations of skills with lots of examples, models, and visual support;
- multicultural, student-centered topics with content connections; and
- grammar practice exercises (in an appendix).

Source: *Overview,* Student Handbook Teacher's Edition, page 5T

A Variety of Genres

The Teacher's Edition of the Student Handbook includes teaching strategies, including strategies for different levels of English learners and a set of activities called *Communication Projects*, designed to promote language and writing communicatively. Among the twenty-four genres of writing listed as communication projects are the following:

- advice letter
- book review
- advertisements
- poem recitation
- play writing
- story retelling
- directions
- personal narrative
- friendly letter
- persuasive paragraph
- persuasive business letter
- descriptive poem
- realistic fiction story
- character sketch
- tall tale
- business letter
- class newspaper
- report
- description of a place
- biography
- historical fiction story
- interview report

In addition to the twenty-four communication projects, which come at the beginning of the book, the Student Handbook, Teacher's Edition contains teacher annotations, designed to assist teachers as they teach areas covered in the handbook (vocabulary, content reading, writing, grammar, and research work). These annotated pages can be found throughout the entire book and cover aspects of English language arts instruction that every teacher of English Language Learners (ELLs) is expected to teach but which she can rarely find presented in a way adapted to the special needs and backgrounds of ELLs.

Vocabulary*—Chapter 1: *Just the Right Word.
Chapter 1 contains teaching and practice ideas for word lists of general and academic vocabulary. The types of vocabulary covered are describing words, multiple-meaning words, similes, homonyms, synonyms, antonyms, word building, suffixes, prefixes, idioms, two-word verbs.

Graphic Organizers*—Chapter 2: *Picture It!
The authors show how to introduce and help students practice making more than two-dozen graphic organizers. Types of graphic organizers presented with classroom examples are webs (a word web, a character map, an event cluster, a main idea cluster), diagrams (a floor plan, a parts diagram, a scientific diagram, a Venn diagram, a main idea diagram), graphs (bar graph, line graph, pie graph), outlines, maps (story maps, problem-solution maps, goal-outcome maps, rising-falling action map), tables and charts, and time lines.

Writing Forms*—Chapter 3: *Put It in Writing.
This chapter suggests ways to acquaint students with models of more than fifty real-world writing forms as well as the Writing Process and Good Writer Guide. This guide covers prewriting, drafting, revising, proofreading, and publishing, with many useful lists and examples of the *how-to* or process involved in each step of writing. The various genres that are exemplified here are those mentioned above in the genre list.

Grammar*—Chapter 4: *Grammar Made Graphic
Chapter 4 offers teaching and practice ideas for sentences, parts of speech, mechanics, and spelling. Grammar points included in this section are sentences, nouns, pronouns, adjectives, verbs, adverbs, prepositions, interjections, conjunctions, capital letters, punctuation, and spelling.

Research Paper*—Chapter 5: *Look It Up!
This chapter explains how to present the research process and offers teaching and practice ideas for many print and on-line references. Describes the research process and all it's seven steps, including use of the library, maps, dictionaries, and the Internet.

U.S. Culture & History—Dateline U.S.A. This section provides a resource for facts and interesting details about U.S. culture and history. The *Grammar Practice* section gives answers to these independent practice exercises.

In summary, these five chapters and two added sections provide useful teacher information, helpful resources, and clear student exercises focused on English language learners' special needs.

Appearance, Layout, and Organization

The physical appearance of the Student Handbook and the Practice Book is very appealing and well balanced. Each section of the book is color-coded, to indicate what the particular section is about (grammar, etc.). The layout is an excellent example of the popular advice, "practice what you preach," because the authors and publishers have taken great care to make the information between the two covers as reader-friendly as possible. Some of the book's highlights are its appearance, layout, and organization, including:

- *Index:* an easy-to-use large-print index to the entire book.
- *Examples:* lots of examples (e.g., letters, charts, tables, sample student essays, etc.), graphics, well-explained grammar lessons related to writing, and colorful photographs and illustrations to support the challenging content presented.
- *Clear Directions*: for teaching certain processes (e.g., how to look up a word, or how to improve your sentences), the layout makes it all easier to understand, because there are easy to read headings, with steps or tips in a clear sequential order, and comparisons and contrasts in a well-labeled visual format.
- *Practice Book:* to support the learning of vocabulary, grammar, graphic organizers, writing, and research, the Practice Book is available for students to use and write in, and there is a Teacher's Edition to accompany it. At the back of the Practice Book are a Student Progress Test and a Student Assessment Form for assessing the contents of a writing portfolio. Throughout the Practice Book are useful exercises, parallel to the contents of the Handbook, following a wide variety of formats. Some examples include note-taking and outlining practice, sentence completion, proofreading, rewriting to change to verb forms, describing pictures, making story maps, fill-in the blank with idioms and other vocabulary, and many others.

Critique

The only critique I have at this time, now that I have used it as a reference for my own upper elementary class and shared it with other teachers, is that my school cannot order it for part of our curriculum because it is not on the state-adopted list of books we are supposed to use. The other language arts book available in schools is not geared toward ELLs and so it contains much less, if any, of the language arts content that ELLs need and would benefit from, for both spoken and written production in English. A final question, then, is this: In a state as diverse as California, why can't the State Board of Education consider recommending a language arts book that takes into account the special requirements of ELLs? After all, if we sincerely want to raise those SAT-9 standardized test scores, the *English at Your Command* text would be an ideal starting place for students at the speech emergence and intermediate levels, as they hone their academic language skills and learn to apply them to everyday school tasks.

I would strongly recommend the *English at Your Command* book to elementary, junior and senior high school teachers, but I would especially do so to upper elementary and junior high school teachers. Both teachers and students will appreciate the book, but especially bilingual students who have not had the necessary English language instruction that can assist them in the development of metalinguistic awareness and higher level inquiry into English, both needed for continuous acquisition of academic English, all subject matter, and general language development. ●

Beti Leone is a teacher, researcher, and writer working with bilingual/ESL students in Fresno, California. As the Book Review Column Editor for NABE News, she welcomes reviews of both print and non-print materials and is always looking for persons to write reviews.

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ASIAN/PACIFIC AMERICAN EDUCATION CONCERNS

Column editors: Dr. Ji-Mei Chang and Dr. Ward Shimizu
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Cultural Influence on Asian and Pacific American Learners' Speech, Language and Communication

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Battle (1998a) informed us that the development of speech, language, and communication is all embedded in one's culture. To fully understand an individual's communication pattern or that of a group, one must be aware of the cultural factors that may have influenced that particular individual or group. Working in today's schools, we are faced with linguistically and culturally diverse groups of students and families. In this paper, we focus our discussion on issues related to students from Asian Pacific American *(APA)* groups.

Although the Asian languages vary greatly, APAs have many cultural commonalities that provide a shared context for their use of language and communication. However, it is also imperative not to overgeneralize these cultural commonalities. There are notable inter- and intra-ethnic differences among the various Asian Pacific Islander (API) groups. For instance, degrees of acculturation and assimilation are significant factors to consider. In this paper, we provide background information related to environmental influences and their speech product to highlight such commonalties and differences.

The acronym APA includes over 60 different ethnic groups that originate from Asia, the Pacific Rim, and the Pacific Islands or are descendants of Asian or Pacific Islander immigrants. Numbering over 10 million in the United States, APAs are the fastest growing ethnic group in the nation (Cheng & Chang, 1995; Uba & Sue, 1991; U.S. Census Bureau, 1999; 2000). By the year 2020, the APA population is expected to nearly double (U.S. Census Bureau, 1999; 2000). The significant increase is largely due to an influx of migrants, immigrants, and refugees, particularly over the last two decades. The most numerous APAs have origins in China (both Taiwan and the People's Republic of China), the Philippines, Japan, India, Korea, Vietnam, Laos, Cambodia (Kampuchea), Thailand, Hawaii, and Samoa (U.S. Census Bureau, 1999). These Asian and Pacific Islander (API) groups have been affected by the unique cultural, linguistic, historical, sociopolitical, religious, and economic conditions of their native countries.

Myth and Reality

Asian Pacific Americans are generally depicted as a successful "model minority" due to their apparently high levels of educational achievements and income. However, this misleading stereotype does not consider the number of wage earners within the family or the size of the family (Sue & Sue, 1990). In reality, there is a higher percentage of more than one wage earner in APA families than in White families (Locke, 1992). Moreover, it is not unusual for APA families to have three to five generations residing under the same roof (Cheng, 1998; Hamilton & Sangsida, 1997; Han, 1997; Howard, 1997; Le, 1993; Ly, 1997; Tseng, 1997). With limited economic resources and proficiency in English, some API immigrants and refugees naturally identify with ethnic enclaves such as Chinatowns, Japantowns, Manilatowns, or Little Saigons. These communities may be characterized by unemployment, poverty, and population density. Sue & Sue (1990) report that San Francisco's Chinatown has the second largest population density for its size in the country.

Family Structure & Dynamics

Several API cultures, including Chinese, Vietnamese, and Hmong, stress the strength of the family as a unit rather than independent needs (Huang, 1993, Tseng, 1997). The immediate family is a patriarchal system consisting of highly interdependent roles with emphasis on respect for elders (Chan, 1998b; Char, 1981; Matsuda, 1989; Sodetani-Shibata, 1981; Sue & Sue, 1993). In general, the mother serves as the primary caregiver throughout infancy and the toddler period, during which time parents, older siblings, grandparents, and extended family members, if available, nurture the child. Children are, therefore, conditioned to respond to several caregivers and authority figures, which establishes the development of strong family attachments (Chan, 1998a, 1998b).

In contrast, the Indian, Khmer, Lao, and Filipino cultures may have a looser family structure in which both parents may have equal authority over family matters (Cheng, 1990, 1998). In many API cultures, mother-child interaction places an emphasis on close physical contact rather than vocal interaction. In fact, contrary to many industrialized Western societies where the infant's most intense relationship is with the individual who nurses him or her, many API mothers do not talk or play with the baby while feeding (Aquino, 1981; as cited in Battle & Anderson).

Furthermore, in comparison to American mothers, Asian and Pacific Islander mothers do more lulling, carrying, and rocking of their babies, which results in more passive infants (as cited in Battle & Anderson; Chan, 1998b; Locke, 1992). Such differences in early child rearing contribute to culturally distinctive behaviors by the time infants are 3-4 months old. In a study by Minami and McCabe (as cited in Cheng, 1998), Japanese mothers request less description from their children, give less evaluation, and pay more verbal attention to sons than to daughters compared to American mothers.

In general, American infants learn to interact vocally while API infants develop a "pattern of silent togetherness with their mothers" (Battle & Anderson, p228). Silence is regarded as a sign of respect and reflects the subordinate relationship between children and adults. Chan (1998a) reports that in more traditional Asian and Pacific Islander families, the parent speaks as the child listens. Accordingly, APAs may judge a calmer, quiet child to be an ideal child (Cheng, 1989).

Children are regarded as extensions of their parents in many API cultures (Battle & Anderson, 1998; Chan, 1998b). They carry on the family lineage, bring status to the family name via their accomplishments, and literally give meaning to their parents' lives. Thus, any individual achievement or disobedience reflects upon the entire family as a unit. For example, a child is expected to fulfill his or her family responsibility by performing well in school and maintaining the family harmony.

Since the family makes the necessary sacrifices in order to provide an environment conducive to academic achievement, the child, in turn, must invest the time and energy to achieve high grades (Chan, 1998a; Char, 1981). If a child does unsatisfactorily in school or requires special attention, the parents often feel ashamed, for they consider their child's academic difficulties as a sign of personal failure (Cheng, 1987, 1989; Chan, 1998a). Similarly, misbehavior may result in personal ridicule and/or family shame.

Communication Styles and Challenges

High Context

Preservation of harmony and face is also significant in high-context Asian languages, wherein silence is particularly valued. Most of the meaningful information is either in the physical context or internalized in the listener (Cheng, 1997). The nature of the relationship may determine the language style and who will initiate communication, shift topics, speak more softly (or not at all), look away when eyes meet, and be most accommodating (Chan, 1998a; Huang, 1993). Indirect communication styles—which are considerably more intuitive than low-context, direct communication styles—also enhance the maintenance of family harmony (Chan, 1998a). APAs may use an indirect style of responding in order to say what they believe the speaker wants to hear, rather than providing an honest answer that might be interpreted as offensive (Chan, 1998a; Matsuda, 1989). These practices also extend to the formal educational setting. Many APA children are taught that they must obey and respect their teachers. Students, therefore, may sit quietly in class and avoid direct and/or sustained eye contact (Dresser, 1996; Te, 1995). Asking questions in class and participating in discussions may be seen as challenging the teachers' authority and eye contact may be considered disrespectful, thereby shameful (Cheng, 1987, 1998; Lynch, 1998; Samover & Porter, 1991) (see sidebar below).

Asian Attitudes Toward Education

Asian Cultural Themes	Educational Implications
Education is a formal process.	Students are to engage in serious academic work.
Teachers are to be highly respected.	Teachers are to behave formally and are expected to lecture and provide information.
Humility is an important virtue.	Teachers are not to be interrupted. Consequently, students are reluctant to ask questions.
It is important for students to be orderly and obedient.	Students are not to "show off" or volunteer information.
Children must respect adults.	Students are expected to sit quietly and listen attentively.
Children must respect authority.	Children are expected to listen to adults.
Teachers have authority and control.	Teachers are not to be challenged or questioned.
Rote learning is preferred over discovery learning.	The class is run in an orderly manner and is highly controlled.
Teachers are carriers of knowledge and are transmitters of information.	Students do well in sheltered and structured activity – less peer interaction and group projects, more lectures and instruction.
Schooling is a serious process.	Students are expected to work in a quiet environment and are not to roam freely around the classroom.
Harmony is an important virtue.	Students should avoid confrontation.

Source: Adapted from L. L. Cheng (1987)

Differences in Pragmatics

Pragmatic features that may create confusion for Asian Pacific Islanders' interpersonal communications in a mainstream American cultural context

Turn taking	In some Asian cultures, students generally refrain from asking questions or interrupting during class. They may thus appear passive or non-participatory.
Social distance	Culture mitigates and judges proper social distance according to such attributes as age, status, gender, place of origin, and marital status.
Questions	In some Asian cultures, the following questions are common and appropriate: What is your honorable age? You have gained a lot of weight, haven't you? Haven't you eaten?
Kinship terms	In some languages, kinship terms schematically depict human relationships. Chinese speakers learning English may have trouble translating English terms such as "brother-in-law." Chinese speakers may be confused as to whether this refers to a sister's husband or a husband's brother.
Physical contact	In some cultures, hugging, kissing, or expressing emotion in public is frowned upon while other cultures accept and even invite such displays. Such differences may create communication problems in interpersonal relationships.
Paralinguistic rules	Facial expression is minimized in some cultures while in others it plays a critical role in communication.
Gazing and staring	Although young children often stare at strangers, acceptable duration and intensity of gazing and staring may vary among cultures.
Eye contact	In general, American educators consider sustained eye contact as appropriate classroom behavior. American teachers may perceive aborted eye contact unfavorably, while many cultures perceive this to be a sign of respect.
Response patterns	In some cultures, a giggle is a sign of embarrassment. In others, it is an appropriate response to some situations.
Gestures	Common gestures can mean radically different things in different cultures.
Politeness	What is considered polite in one culture may be considered rude in another. Assimilation into a new culture requires a shift from one standard of politeness to another. For example, in America, we ask someone at the table to pass the pepper, while in China; we reach for it without "bothering" others for it.

Source: Adapted from L. L. Cheng (1995a)

Discourse

Pragmatically, APAs also differ in their discourse style. They may incorporate many different thoughts or opinions in a written narrative, but omit a topic sentence, central theme, and conclusion (Cheng, 1997). Moreover, Cheng (1997) states that omission of a concluding statement may be due to the belief that it is condescending for the author to tell the reader what conclusions should be drawn. Hence, Asian and Pacific Islanders' circular, lengthy discussions which may not focus on the topic of discussion may not meet the expectations of the American mainstream educational system, which values minimal context orientation, and a linear, straightforward communication style (Cheng, 1995b, 1997).

Social Skills

In addition, APA children may lack the social pragmatic skills that American culture deems appropriate. A study by Chang and Lai (as cited in Cheng, 1996) reported that Cantonese children rarely interacted with peers in a social setting due to their parents' work schedule, many of whom worked two jobs. According to Chan (1998a), social interaction may also be restricted to selected role models, (e.g., family, close friends) because of the parents' distrust of outsiders or to the traditional protective and controlling nature of child rearing in several Asian and Pacific Islander cultures. As a result, API children are less likely to learn the necessary pragmatic rules to interact socially with peers in a social environment in American societies (see sidebar above).

Syntax

In addition to semantic differences, APAs may also exhibit a variety of difficulties with syntax when learning the English language due to their diverse linguistic backgrounds. Since Chinese, Khmer, Hmong, Lao, and Vietnamese are uninflected languages, grammatical markers or the context itself are used to indicate gender, number, tense, case, or voice, versus suffixes and internal vowel changes (Chan, 1998a, 1998b; Cheng, 1998; Lewis, Vang, & Cheng, 1989; Te, 1995). Although the Pilipino language is inflected, verbs are not inflected for number (Cheng, 1987). Difficulty with word order may also be apparent in the APA population. In Pilipino languages, the verb occurs at the beginning of the sentence, whereas Korean, Japanese, and Kannada (Indian dialect) are verb-final languages (Chan, 1998a, 1998b; Cheng, 1987; Shekar & Hedge, 1995).

Phonology

Asian and Pacific Islander immigrants and refugees also demonstrate significant phonologic difficulties when learning to speak English. In general, there are fewer consonants and vowels in the Asian and Pacific Islander languages (Cheng, 1987). This results in APAs mispronouncing certain English phonemes by substituting a similar phoneme in their language. For instance, there are 9 consonants in English that do not exist in Pilipino languages (Chan, 1998b). Pilipinos, therefore, might substitute p, b, s, t for f, v, z (e.g., pour/four). Also, native speakers of Chinese, Japanese, Khmer, Korean, Lao, Vietnamese, White Hmong, and Blue/Green Hmong may delete final consonants in English because of the differences between the languages (Cheng, 1987; Lewis, Vang, & Cheng, 1989).

In Japanese, /n/ is the only consonant that can occur in the final position of words, so Japanese ESL speakers may find it easier to omit all other final consonants. Speakers of Chinese, Hawaiian, Hmong, Korean, Lao, Samoan, and Vietnamese may find English consonant blends difficult to produce, usually because few, if any, such clusters exist in these languages (Cheng, 1987, 1998). Thus, Asian ESL speakers often employ epenthesis, (i.e., unstressed vowel insertion between consonants), which transforms these blends to the most basic syllable structure of consonant-vowel, (e.g., /buh-lu/ for blue). Further, the addition of a vowel to the end of a word is characteristic of Japanese, Samoan, and Hawaiian ESL speakers, since all words end with a vowel in these languages (with the exception of /n/ in Japanese) (Cheng, 1987). Additionally, Cheng (1987; as cited in Battle, 1998b) notes that assimilation nasality may be present in Korean speakers since final stops that occur before nasal sounds are commonly nasalized. For example, a Korean speaker might say banman for Batman.

Prosody

One of the more apparent differences in an Asian ESL's speech product is with prosody. Languages such as Chinese, Hmong, Lao, and Vietnamese, which consist of monosyllabic words, create particular difficulty in learning the rules for syllabification and syllabic stress in English. According to Chan (1998a) and Cheng (1998), Pilipinos and Hawaiians usually stress the next-to-last syllable in words, which may not be appropriate for all English words. In languages with no stress, such as Japanese, Korean, and Laotian, speakers may sound monotonous when they speak English. Many ESL speakers, such as Asian Indians, also experience difficulty with distinguishing and producing intonation patterns (Cheng, 1987, 1998). In English, it is imperative for both the listener and speaker to discriminate among the various intonation styles since they differentiate important meanings, (e.g., statements versus questions).

Impact of Culture on Response to Illness and Birth Defects

Asian and Pacific Islander cultures clearly impact speech, language, and communication. Culture also defines norms of parenting, sex roles, behavior, tradition, and values. It is the "lens through which one perceives and interprets the world" (as cited in Battle, 1998a, p3). In a study conducted by Bebout and Arthur (1992, 1997), it was further concluded that culture affected how people respond to illnesses, birth defects, intervention, or handicapped persons. Accordingly, salient physical or structural differences, such as clefting, are often viewed as a curse that will most likely bring shame upon the family (Cheng, 1990).

"APAs may use an indirect style of responding in order to say what they believe the speaker wants to hear..."

Cleft lip and cleft palate, the fourth most common birth defect in the nation, is reported to occur in 1 out of 650-700 newborns worldwide, and 1 out of 500 in children of Asian descent, although this term also included American Indian and Hispanic, according to the Wide Smiles data (American Cleft Palate-Craniofacial Association, 1999; Peterson-Falzone, 2000; Wide Smiles, 1999). Currently, research has not determined the causal factors for the higher incidence in the API population, although a few theories are believed to hold some degree of validity. First, the genes related to the child's ethnicity are thought to be associated with clefting (Wide Smiles, 1999). Secondly, because of a flatter facial plane, which is presumably race-specific, Asians are more vulnerable to clefting (Wide Smiles, 1999). The final theory implicates socioeconomic factors, such as fewer resources, poor prenatal care, and malnutrition (Wide Smiles, 1999).

In addition, there is evidence of exceedingly high prevalence rates for sensorineural hearing loss, otitis media, and chronic middle ear disease among Asian and Pacific Islander children (Huang, 1993; Naeem & Newton, 1996; Pang-Ching, Robb, Heath, & Takumi, 1995; Stewart, 1986; Stewart, Anae, & Gipe, 1989). In fact, the prevalence for chronic middle ear disease in Pacific Islanders is comparable to the extensively studied Alaskan Eskimo and American Indian populations (Pang-Ching et al.; Stewart et al.). In the only three studies that noted prevalence rates for hearing loss based on ethnicity (as cited in Naeem and Newton), it was agreed that a higher prevalence of sensorineural hearing loss exists among Asian children.

In sum, as the dramatic growth of the Asian Pacific American population continues into the new millennium, speech-language pathologists are faced with the challenge of understanding how API or APA cultural values, attitudes, perceptions, and histories affect their speech and language. Recognizing this association will facilitate cross-cultural communication and enable us to provide quality service to our multicultural society. ●

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CE

THE NEXT STEP

(continued from Page 17)

non-English language. Many program coordinators recommend having at least two mandatory classes in the non-English language each year. (In the programs profiled in the new CREDE report, these were commonly social studies and language arts.) They also suggest maintaining some degree of continuity in language allocation from one year to the next, for example, teaching math in Spanish for several consecutive years. They caution that if math is offered in Spanish in Grades 5 and 9, but not Grades 6- 8, students may not sign up for math in Spanish in Grade 9.

The report incorporates a series of program portraits that show how the ideas were actually enacted. Representatives from two high schools and six middle schools share the specifics of their programs. Teachers, parents, and administrators embarking on the articulation process may benefit from the experience of others who have already been through it.

CAL's research on two-way immersion has resulted in a database of over 260 programs in 23 states in the U.S. and a number of books, reports, and ERIC Digests. For those interested in pursuing further study on these programs, the following resources may be helpful. *Profiles in Two-Way Immersion Education* (Christian, Montone, Lindholm, & Carranza, 1997) describes the different ways in which two-way immersion programs are implemented in three elementary schools. A 1999 CREDE report, *Program Alternatives for Linguistically Diverse Students* (Genesee), contextualizes two-way immersion among the range of programs that can support English language learners. *Becoming Bilingual in the Amigos Two-Way Immersion Program* (Cazabon, Nicoladis, & Lambert, 1998) shows how students in a Massachusetts two-way immersion program are performing on standardized achievement tests, and how these students feel about becoming bilingual. The video series, *Meeting the Challenge of Teaching Linguistically Diverse Students*, documents TWI in several elementary classrooms. For a complete listing of two-way resources, including an online database of programs across the country, and links to free materials online, see **www.cal.org/public/topics/twoway.htm**. ●

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ENGLISH FOR THE CHILDREN – ARIZONA

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a few anecdotal horror stories. It is imperative that an education campaign be started to explain bilingual education to the public, and it is also imperative that we all continue to work to improve the quality of bilingual programs so that, in the words of Stephen Krashen, they are all "well designed." Otherwise, the educational progress made in the last three decades will be lost, and bilingual education will be again pioneered some time in the future after English Only again has failed. ●

NABE LEGISLATIVE UPDATE FOR THE 106TH CONGRESS

(continued from Page 19)

married couples because one spouse must leave the country to obtain a visa, uncertain as to when they can be reunited. Restoring the Section 245(i) mechanism to obtain visas here in the U.S. is a good policy that will help keep families together and keep willing workers in the U.S. labor force.

- **Updating a provision of immigration law known as "registry date."** Our government has a long history of recognizing that it makes more sense to allow long-time resident, deeply rooted immigrants who are contributing to our economy to remain here permanently. The amendment would change the registry cutoff date so that undocumented immigrants who have been residing in the country since before 1986 would qualify to remain here permanently.
- **Parity for Central Americans and Haitians.** This provision would correct past unequal treatment among different groups of similarly situated Central American and Caribbean refugees. Some refugees have been offered an opportunity to adjust to permanent status. Others—equally rooted in our country with jobs and family—face the prospect of deportation.

Correcting the inequities in current immigration policies is not only a matter of fundamental fairness, it is good, pragmatic public policy. This legislation advances justice, keeps families together, and strengthens the national and international economy. It deserves unqualified support and rapid passage. ●

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Resources for Bilingual Educators

Website Resources

Portraits of Success
(www.lab.brown.edu/public/NABE/portraits.taf)

"Bilingual Education: Portraits of Success is a joint project of the Northeast and Islands Regional Educational Laboratory at Brown University, the National Association for Bilingual Education (NABE), and Boston College. They promote quality bilingual education by collecting data, analyzing programs, and sharing information about successful bilingual education programs of schools in the nation. This network of bilingual educators provides information and feedback to teachers, administrators and researchers. By identifying the characteristics and outcomes of successful bilingual education programs, they provide incentive for fledgling programs."

Arizona Language Education Council
(www.Alec2000.org)

"The Arizona Language Education Council (ALEC) is a nonprofit association dedicated to educating the public about the historical and present context of the education of language minority children in Arizona. ALEC seeks to increase public awareness about language education issues, dispel myths and misconceptions about bilingual education and provide a clearinghouse of information for Arizonans, policy-makers, and news media." This website provides updated information on Proposition 203, a measure to end bilingual education in Arizona. Recent articles posted on the ALEC 2000 web-site include:

- ***Bilingual Education in Arizona: What the Research Says*** by Stephen Krashen and Grace K. Park, University of South California and Dan Seldin, University of California, Riverside. This article provides a brief review of research on bilingual education in Arizona. It presents a descriptive study (plus test scores) where a group who experienced bilingual education is compared to a control group. The focus is on English language acquisition.
- ***Bilingual Education: Ninety Questions, Ninety Answers*** by Stephen Krashen. The questions and answers highlighted focus on many aspects of bilingual education including: fundamentals, research, public opinion, drop-out rates, bilingual education in other countries; and much more.

Books

Dual Language Instruction a Handbook for Enriched Education (Heinle & Heinle: ISBN: 0-8384-8801-3; $33.95) by Nancy Cloud, Fred Genesee and Else Hamayan. This is a book for K-12 teachers, policy makers and other educational professionals who teach students in two (or more) languages. The book is a resource for educators planning to implement foreign/second language immersion programs for language majority students, two-way immersion programs, and developmental bilingual programs. It provides practical questions and answers, knowledge gained from academic research, pedagogy, guidelines for modifying instructional materials, theory and insights from educators who have experience with these programs.

Help! They Don't Speak English Starter Kit for Primary Teachers by Eastern Stream Center on Resources and Training (ESCORT), Region IV Comprehensive Center at AEL and the Region XIV Comprehensive Center/Center for Applied Linguistics. This manual is a resource for mainstream teachers who are seeking ideas for recommended teaching strategies, lesson plans, and materials to instruct and nurture all students – particularly limited English proficient (LEP) students. It provides strategies for the improvement of reading, writing, math, and social studies for LEP students and offers suggestions for how to encourage language minority parents to participate in their children's education. It also provides resources, references and proposals to alternative methods to evaluate and monitor the progress of LEP students. Copies can be obtained by contacting the ESCORT at 1-800-451-8058.

Lifting Every Voice: Pedagogy and Politics of Bilingualism (2000), edited by Zeynep F. Beykont, is a collection of essays on the education of language minority children in the U.S. This book's twelve chapters are organized into three sections: Power of Bilingualism, Practice of Bilingualism and Transforming Bilingualism. For more information, contact: Harvard Education Publishing Group 349 Gutman Library, 6 Appian Way, Cambridge, MA 02138 or call toll-free (800) 513-0763.

Center for Research on Education, Diversity & Excellence (CREDE) Reports

The following reports are available for $5.00 (plus 10% shipping) from CAL/Crede, 4646 40th Street NW, Washington, DC 20016. For more information contact crede@cal.org or call 202-362-0700. Telephone, e-mail, or credit card orders are not accepted.

Broadening the Base: School/Community Partnerships Serving Language Minority Students At Risk, written by C.T. Adger & J. Locke, Center for Applied Linguistics. Outlined in this report are findings from a study of school/CBO partnerships that promote the academic achievement of language minority students. The types of CBOs that partner with schools, the ways partners work together, challenges that partnerships may face, the work partners do and the elements crucial to program success are discussed.(EPR 6)

Personalizing Culture Through Anthropological and Educational Perspectives, written by Rosemary C. Henze and Mary E. Hauser. "This report shows teachers and teacher educators how to gain specific knowledge about the cultures of their individual students and their families. Through this personalization of culture, teachers can use students' prior knowledge and skills as rich resources for teaching and learning, and help create culturally responsive schools." (EPR 4)

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Nationwide Writing Contest for Bilingual Students

"PROUD TO BE BILINGUAL"

Essay Contest

The National Association for Bilingual Education (NABE) is proud to announce the 2001 Nationwide Writing Contest for Bilingual Students. This is the 20th Anniversary of NABE's highly successful and popular student essay program. Again, this year, eligible bilingual students throughout the country have an opportunity to submit essays on the topic "Proud To Be Bilingual."

The deadline for submission is November 1, 2000.

Topic

"Proud To Be Bilingual"

Categories

- Elementary: Grades 3-5
- Middle/Junior High: Grades 6-8
- High School: Grades 9-11

Prizes/Awards

- National First Place High School Winner: $5000 educational scholarship payable to a college of their choice
- National First Place Middle School Winner: $1000 certificate for purchase of a technology learning aid
- National First Place Elementary School Winner: $1000 certificate for purchase of a technology learning aid

Eligibility

- Participation is limited to students who learned or are learning English as a new language through an instructional program where content instruction is provided in both English and the student's native language.
- Students must have a "B" average or better in academic grades.
- Students must have a 90% school attendance rate or better.
- Previous winners are not eligible to participate.

Criteria

Each Essay will be judged on: (1) development of theme, (2) originality, (3) content and clarity of expression, and (4) grammar and mechanics.

Rules

Only entries that comply with the following rules will be considered:

Language – All essays must be written in English; however, all selected winners must be prepared to present their essays in English and their native language at an awards ceremony during the NABE 2001 Conference.

Subject – All essays must address the theme, "Proud to Be Bilingual," to be eligible.

Length – The number of words MUST be recorded at the end of each essay. The length of the essay MUST be:
Grades 3-5: 150-200 words
Grades 6-8: 250-350 words
Grades 9-11: 350-500 words

Application – An application form, containing the name of the contestant, his/her native language, home address with ZIP code, telephone number with area code, grade, name and address of school, name of bilingual teacher and school principal, and name of the school district must be stapled to the essay. Names should not appear on the essay. Essays become the property of NABE and will not be returned. NABE reserves the right to publish all essays.

Please note: Application form requires a teacher's signature verifying that the student meets eligibility criteria.

Format – The essay must be written IN INK or typed DOUBLE SPACE.

Submissions – A maximum of three essays per grade category will be accepted from the same school. A cover letter on school stationery signed by the principal should accompany the submissions.

Judging

A panel of judges selected by the Houston Independent School District will determine the national winners in each grade category.

Send essays to:

NABE 2001 Nationwide Writing Contest
Houston Independent School District
Office of School Administration
3830 Richmond Avenue,
Houston TX 77027
(713) 892-6800

See reverse for application

NABE 2001

Nationwide Writing Contest for Bilingual Students

"PROUD TO BE BILINGUAL"

APPLICATION FORM

1. Attach a copy of this form to each essay.
2. Names should not appear on the essay.
3. A maximum of three essays per grade category will be accepted from the same school.
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I certify that this student meets all eligibility criteria.

Teacher Signature

Deadline for submission is November 1, 2000.

See reverse for rules and regulations

Guidelines for Article Submission to NABE NEWS

General Editorial Policies

The *NABE News* is published six times a year on a bi-monthly basis. We seek previously unpublished articles. Articles should focus on the theory, research and/or practice of implementing quality bilingual education programs, including dual language programs. NABE invites manuscripts on a wide-range of topics related to support structures for these programs—from funding issues, parental involvement, staff development, curriculum and instruction to legislative agendas, state initiatives, staff hiring/retention and personal reflections—that advance the knowledge and practice in the field.

NABE News prefers a reader-friendly style of writing that resonates well with community groups, parents, legislators, and especially classroom teachers. Contributors should include reference to a theoretical base and cite related research, but the article should contain practical ideas or implications for practice.

Types of Articles

Feature Articles: A feature article should address the issue's theme (if identified), be no longer than 2,000-4,000 words, including references and sidebars. Type/save your manuscript as a Word document (6.0 or below) and attach it to an e-mail sent to nabe_news@nabe.org or mail a diskette to the NABE address. Please do not use running heads or bold. Include contact information and a brief bio indicating name, title, affiliation, and research interest.

Articles for Regular Columns: NABE news publishes four regular columns—Administration of Bilingual Education Column, Asian/Pacific Americans Column, Indigenous Bilingual Education Column, and Theory Into Practice Column. Each column has a column editor. These articles are shorter in length, usually focus on one issue, elaborate on two to three major points, and provide specifics for practice. Manuscripts should relate to the special focus and be approximately 1500-2200 words in length. They can be mailed to the NABE office, to the attention of the *NABE News* editor or mailed directly to the column editors as follows:

Ms. Mary Ramirez, Editor-Administration of Bilingual Education Programs, Philadelphia Public Schools, Director-Office of Language Equity Issues, 202 E. Gowen Ave, Philadelphia, PA19119.

Dr. Ji-Mei Chang, Editor-Asian/Pacific Americans Column, Associate Professor, San Jose State University, College of Education, Sweeney Hall, Room 204, 689 Erie Circle, Milpitas, CA 95192. jmchang@email.sjsu.edu

Dr. Ward Shimizu, Co-Editor-Asian/Pacific Americans Column, San Jose State University, 689 Erie Circle, San Jose, CA 95192.

Dr. Jon Allan Reyhner, Editor-Indigenous Bilingual Education Programs, Northern Arizona State University, Associate Professor, Division of Bilingual Education, CEE, P.O. box 5774, Flagstaff, AZ 86011-5774. jon.reyhner@nau.edu

Dr. Lucy Tse, Editor-Theory Into Practice Column, Assistant Professor, Arizona State University, Division of Curriculum and Instruction, College of Education, Tempe, AZ 85287-0208. ltse@asu.edu

Mr. Aurelio Montemayor, Editor-Parent/Community Involvement, Intercultural Development Research Association, 5835 Callaghan Rd., Suite 350, San Antonio, TX 78228. amontmyr@idra.org

General/Other Articles: Other articles, not addressing the announced *NABE News* themes, are also sought and welcomed. They should be relevant to current interests or issues. They must be no longer than 1500 - 1750 words.

Reviews: Reviews should describe and evaluate recently published bilingual education materials, such as professional books, curriculum guides, textbooks, computer programs, or videos. Reviews should be no longer than 500-750 words. Include in your review:

1. a brief summary of the major components or features of the material, with no evaluative comments
2. an evaluation of the features, indicating how they are useful/helpful or not
3. if appropriate, a discussion of how the material ties in or responds to broader issues in the field or to specific methodologies
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Send a copy of your review, preferably as a Word file in an e-mail, to: Dr. Beti Leoni, Fresno, CA, leonicisne@earthlink.net.

Submission Guidelines

All articles must conform to the publication guidelines of the Publication Manual of the American Psychological Association (4th edition).

Print materials and electronic versions should include a title page, with contact information—including mailing address and telephone number. If available, authors should provide fax numbers, and e-mail address.

Include a two to three sentence biographical reference that may include job title or highest degree earned, work affiliation and/or research interest (not to exceed 50 words).

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The editor of *NABE News* reserves the right to make editorial changes needed to enhance the clarity of writing. The author will be consulted only in cases where the change(s) is/are substantial.

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January/February
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March/April
Literacy (Elementary and Secondary)

May/June
Responding to Standards and
to LEP Student Needs

July/August
Assessment Issues and Implementation Ideas

September/October
Access to Technology:
Promising Programs and Practice

November/December
Curriculum and Instruction in the
Bilingual Early Childhood Classroom

Copy is due two months in advance of the first month listed for the issue (for example, The deadline for the March/April issue is due January 1st, for May/June it would be due On March 1st). Advertisements should be submitted at least two months in advance of the first month listed for the issue.

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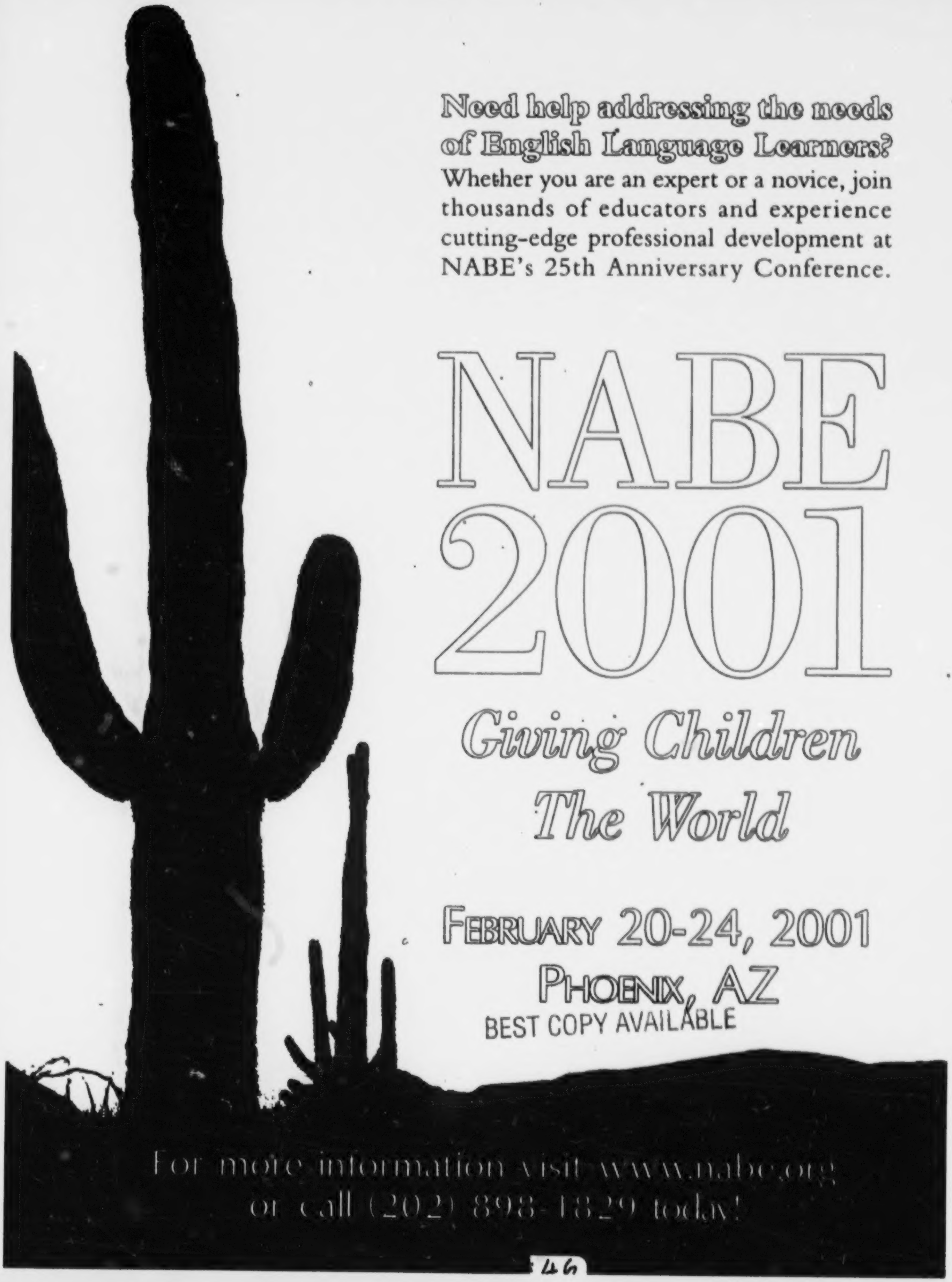

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NABE NEWS

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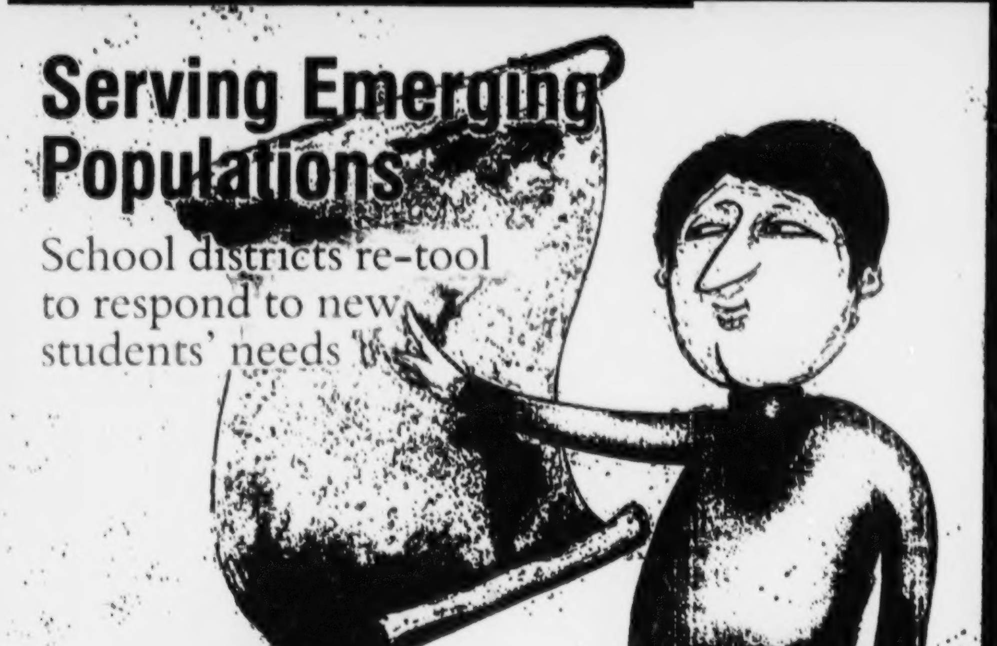
Rural schools act to secure needed resources and materials
see page 10



Serving Emerging Populations

School districts re-tool to respond to new students' needs

Programming success for English language learners—two school district models
see page 14

An instructional strategy for use in multilingual classrooms
see page 20

Current literature on language and learning needs of Asian/Pacific American students informs teachers
see page 27

By the year 2050, one-half of the U.S. population will be 'minority.' How are children faring, and what challenges are schools facing?
See Page 6

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MESSAGE FROM THE EXECUTIVE DIRECTOR
Delia Pompa

Dear NABE Members:

This exciting issue of the NABE News Magazine looks at one of the greatest challenges facing the American educational system—that of addressing the changing needs of emerging populations.

The dramatic demographic changes that are taking place in our nation are forcing school districts to re-evaluate their level of readiness in helping language minority students—especially English language learners (ELLs)—achieve to high academic standards.

While it was once the case that non-English language background pupils were primarily in large urban areas, they are now as common throughout states like Georgia, Iowa, and Idaho as they are in New York City and Los Angeles. And, while Latinos continue to make up the largest portion of this important school-age population, students from Asian, Native American, and a myriad of other language groups are increasing rapidly as a percentage of the total student body.

Whatever the native tongue of these children, the fact remains that they face specific challenges and must be given full access to academic success. NABE is committed to making this a reality, and we are proud to count on you as a partner in that effort.

We hope you will enjoy this issue of the NABE News and that you will continue to provide us with feedback on all of NABE's activities. I look forward to seeing you in Phoenix in February for the NABE 2001 Conference, and—as always—I ask that you not hesitate to contact us with any questions and/or suggestions.

Sincerely,

Delia Pompa

Delia Pompa
Executive Director

NABE NEWS
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NABE NEWS

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NABE Executive Board Appoints New Officers

George Washington University's Dr. Joel Gómez to Serve as President

The NABE Executive Board of Directors recently selected its new officers for the 2000 – 2001 term. The members of the Board tapped Dr. Joel Gómez, Director of George Washington University's (GWU) Institute for Education Policy Studies, to serve his third year on the Board as President of the Association.

Dr. Gómez, who joined the University's faculty in the fall of 1998 and has served on the NABE Board for two consecutive years, has a doctorate in Higher Education Administration from GWU. His areas of expertise include bilingual and bicultural education, higher education, web-based information services, and federal funding of education research and development. While a graduate student at GWU, Dr. Gómez founded and directed the Center for the Study of Language Education. This Center competed for, and won, funding from the U.S. Department of Education funding to operate the National Clearinghouse on Bilingual Education (NCBE). NCBE's home page on the World Wide Web receives more than three million hits a year.

Dr. Gómez is joined by Ms. Mary Jew, from California's Cupertino Union School District, who will serve a second term as Executive Board Vice President. The Board's newest member, Colorado's Jorge García, will serve as Board Treasurer, and former Executive Board President, Dr. Josefina Villamil Tinajero, will serve as Board Secretary.

NABE Congratulates Dr. Gómez and the rest of the NABE Executive Board officers, and our members look to them for strong leadership on the many important issues that are sure to face NABE over the next year.

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Meeting the Challenge

SCHOOLING IMMIGRANT YOUTH

CAROLA SUÁREZ-OROZCO, HARVARD GRADUATE SCHOOL OF EDUCATION

American society is undergoing a remarkable transformation. While in the middle of the 20th century, less than 15% of our population was considered to be 'ethnically marked minorities'. Currently over a quarter of the population is so classified. By the middle of this century, the projection is that approximately half of our population will be 'minority'—a term that will clearly need rethinking. Some of this demographic change is taking place because of differential birthrates. However, much of this shift is occurring because of the dramatic increases in immigration since 1965 (Suárez-Orozco, Fall 2000).

By the middle of this century, the projection is that approximately half of our population will be 'minority'—a term that will need rethinking.

Impetus for Immigration

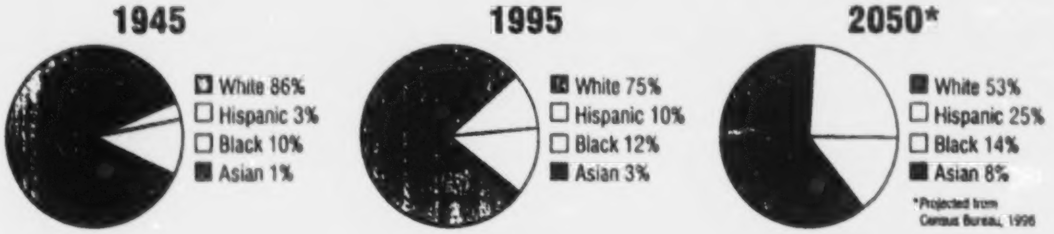
Immigrants leave their country of origin for three primary reasons—economic, familial, and political. Many are lured by an economic boom in much of the developing world that is heavily dependent upon immigrant labor (primarily in the high-tech and service sectors.) Globalization and economic restructuring has also thrust out large numbers of immigrants by depressing economies in many parts of the world. Family reunification is another major impetus for migrating—once established, immigrants long to bring their loved ones to their new home. Political upheavals, as well as religious and ethnic persecution are the third major motivational force behind the new immigration. (Suárez-Orozco & Suárez-Orozco, in press) For example, two million Columbians have been displaced from their homelands by the intensification of conflict in their homeland.

Large-scale immigration is a global phenomenon. Today, there are over 130 million immigrants and refugees worldwide. Twenty million immigrants have been admitted to the United States since 1965. Since 1960, this rate has intensified to approximately one million per annum. While in sheer numbers, this is a phenomenal rate, it is important to note that our immigration rate is considerably less than in several European countries. Further, while our current rate is still under 10 percent, during our last great era of immigration (from 1880 to 1920), nearly 14 percent of the U.S. population was of immigrant origin (Rong & Prissle, 1998).

Diversity Among Immigrants

The new immigrants are remarkably diverse. Some are amongst the most educated and affluent immigrants of any

Figure 1: U.S. Demographics



Source: Harvard Immigration Project 1997

era of immigration—over a third of Silicone Valley businesses are owned by immigrants (Saxenian, 1999). Other immigrants have limited education and are considered the working poor. It is important to note that while relative to the native born U.S. population many have undergone fewer years of formal education, they are nevertheless more educated than immigrants during the last great migration.

The new immigrants are also extremely diverse in terms of race and color (Suárez-Orozco & Suárez-Orozco, in press). Nearly 80 percent of the new migrants are considered 'of color' arriving from Latin America, Asia, and the Caribbean. The Latino population in the U.S. has gone from approximately 14 million in 1980 to 31 million at the dawn of the new millennium (U.S. Census, 1996a). The vast majority of the new immigrants come from Mexico (over 7 million—more than six times the rate of the next largest sending country). The remaining top countries from which immigrants arrive are Cuba, El Salvador, Canada, Germany, China, The Dominican Republic, Vietnam, and India (Census, 1997a).

While Spanish is the language spoken by the largest proportion of new immigrants, our new immigrants are also tremendously diverse in terms of linguistic backgrounds. Over 100 different languages are represented in New York Public Schools and over 90 are found in Los Angeles Unified School District. After Spanish, Chinese (encompassing what are actually several separate languages), Vietnamese, Korean, and Tagolog are the most frequently spoken languages encountered in schools (Rong & Prissle, 1998).

The new immigrants have tended to settle predominantly in California (34%), New York (13%), Florida (9.2), Texas (8%), New Jersey (4.8%), Illinois (4.8%), and Massachusetts (2.6%) (Census, 1997b). Recently, there has been a surge in new immigrant populations, particularly of Spanish speaking origin, in areas that had rarely encountered immigrants. Nevada, for example, has had a 123% increase in Latino population since 1990. Since that time, Arkansas has had a 148% increase, North Carolina a 110% increase, and Nebraska has sustained a 96% increase. These changes are taking school districts by surprise and are generating new challenges for districts to respond to.

Table 1: Percentage of Foreign Born by Region of Origin

	1880	1920	1950	1980	1990
EUROPEANS	97%	93.6%	89.3%	49.6%	25%
ASIANS	1.6%	1.7%	2.65	18%	25%
LATIN AMERICANS	1.3%	4.2%	6.3%	31%	43%
AFRICANS	0.2%	0.4%	1.8%	1.4%	7%

Source: Rong & Prissle, 1998

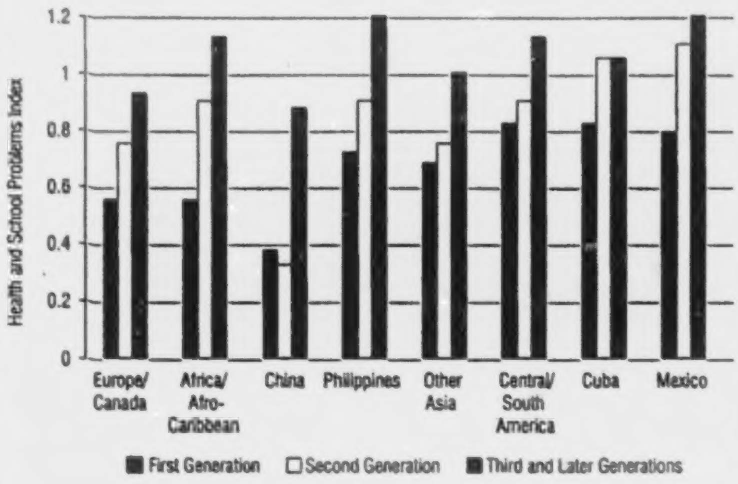
Much of immigration scholarship (largely conducted by demographers, economists, and sociologists) has focused on immigrant adults. Yet currently, one in five children in the U.S. is the child of immigrants, and it is projected that by 2040, one in three children will fit this description (Rong & Prissle, 1998). Although immigrant youth are the fastest growing sector of the child population, little is known about immigrant children. Given the numbers involved, clearly how these children adapt and the educational pathways they take will have profound implications for our society.

School Adaptation

Of particular importance is the question of how immigrant youth adapt to their new school environments. Typically schools are the first setting of sustained contact with the new culture for newcomer children. Furthermore, academic outcomes are a powerful barometer of current as well as future psycho-social functioning (Mandel & Marcus, 1988) (Steinberg, 1996). Furthermore, for immigrant children, schools are the primary entry point into the host society. How immigrant children fare in our schools will in many cases forecast their contributions as citizens to our society. While this has long been true, schooling is a particularly high-stakes process in the new economy.

What do we know about how immigrant students are doing? In the last few years, a small number of stud-

Figure 2: Physical Health Status and School Adjustment Index



Source: NRC Report prepared by Hernandez & Charney 1998

ies have examined the performance of immigrant children in schools. The data suggest a complex picture. Some immigrant children seem to do quite well in schools, surpassing native-born American children in terms of grades, performance on standardized tests, and attitudes towards education (Kao & Tienda, 1995). Other immigrant groups tend to overlap with American children (Rumbaut, 1995). Yet other immigrant groups tend to achieve below their native-born peers in terms of grades, performance on standardized tests and attitudes towards education (Kao & Tienda, 1995; Rumbaut, 1995; Suárez-Orozco & Suárez-Orozco, 1995).

Recent cross-sectional data suggest an unsettling pattern in search of robust empirical and theoretical treatment: among a number of immigrant groups today, length of residence in the United States seems associated with declining school achievement and aspirations (Kao & Tienda, 1995; Steinberg, 1996; Suárez-Orozco & Suárez-Orozco, 1995; Vernez, Abrahamse, & Quigley, 1996). A growing number of studies have established that while new arrivals display highly adaptive attitudes and behaviors for success in school (Gibson & Ogbu, 1991; Rumbaut, 1995; Suárez-Orozco & Suárez-Orozco, 1995; Sue & Okazaki, 1990; Waters, 1996; Zhou, 1996), the longer many immigrant youth are in the United States, the more negative they become in terms of attitudes and adaptations.

This pattern holds true for non-academic indicators as well. A recent comprehensive National Research Council (NRC) study considered a variety of measures of physical health and risk behaviors among children and adolescents from immigrant families—including general health, emotional difficulties, and risk behaviors among others. The NRC study found that immigrant youth tended to be healthier than their non-immigrant peers. These findings are "counterintuitive" given that many immigrant children and families come from poorer backgrounds and are of minority status, placing them at greater risk. This study also found that the longer youth were in the United States, the poorer their overall physical and psychological health. Further, the more time they spent in the new context, the more likely they were to engage in risky behaviors such as substance abuse, violence, and delinquency (Hernandez & Charney, 1998).

Who Are These Children? Deepening Our Understanding

The demographic shifts described earlier are leaving school districts all over the country to face unprecedented changes with few roadmaps. Who are these new children? What characteristics do they bring with them? What are their strengths, and what are their challenges? What educational strategies are effective for which kids in which contexts? What are the factors that influence (both positively and negatively) immigrant children's academic engagement and outcomes?

The Harvard Immigration Project (co-directed by Carola Suárez-Orozco & Marcelo Suárez-Orozco) is a longitudinal, interdisciplinary, and comparative project designed to deepen our understanding of these issues.[1] We are following 400 children between the ages of 9 to 14 (at the beginning of the study) from five different regions—Central America, China, the Dominican Republic, Haiti, and Mexico. This project involves 27 bilingual and bicultural graduate level research assistants who are following children attending schools in 7 school districts in the Boston and San Francisco areas.

Recently arrived immigrant children, their parents, and teachers are being systematically interviewed and observed over a five-year period of time. The children and their parents have participated in structured interviews documenting baseline data regarding resources, immigration history, educational history, schooling attitudes, and expectations of the future. Ethnographic observations are underway in 18 schools allowing us to study immigrant youth within the context of a wide variety of school settings. This study represents a pioneering effort to better understand immigrant students' educational experiences.

Currently mid-way in the research we have a number of initial impressions. First, it is striking how much the majority of recent immigrant children and their parents deeply value the opportunity to pursue an education. However, there are very evident differences in families' understanding of strategies to attain successful academic outcomes in the new setting. Our ethnographic observations reveal a wide array of schooling experiences—some are rigorous and supportive while others are quite disconcerting. In such contexts, immigrant students report a keen awareness of the often-hostile reception and low expectations they encounter.

Schools Face Numerous Challenges

Clearly, schools all over the country face a variety of challenges. Resources are stretched thin as many of the poorest districts face the greatest infusions of new immigrant children. Many classrooms have insufficient classroom materials designed for English language learners. In a nationwide teacher shortage crisis, there is a dearth of certified teachers adequately trained to address the special needs of immigrant children.

This dramatic demographic shift is taking place concurrently with a national school reform movement. These reform efforts are being designed with little or no consideration of immigrant children's specific needs. A number of these efforts, in fact, have potentially catastrophic consequences for many immigrant children (Gándara, 1994). The high stakes testing movement is likely to dramatically inflate drop-out rates. In some districts in Massachusetts with high densities of Latino immigrant students, failure rates for the MCAS (the recently developed state test) was as high as 70%. Even well intentioned efforts to reduce classroom size (as recently mandated in California) result in students being placed at greater risk of being taught by uncertified teachers not trained to the specific needs of immigrant students.

In 1994, the National Educational Goals Panel found that while 43% of secondary school teachers had LEP students in their classrooms, only about half of them had received any training in how to teach LEP students (Rong & Prissle, 1998). Clearly, as a nation we must mobilize to provide two levels of teacher preparation to address immigrant students' special needs. Teacher training programs will need to make this type of training part of the curriculum for new graduating students; school districts will need to make this kind of training a regular (and mandated) part of continuing education efforts for teachers already in the field. These efforts should be developed to recognize the special needs of immigrant students as well as recognition of the challenges for teachers instructing these diverse students. These particular challenges are unlikely to be addressed in a one-time only training session. Efforts should be made to provide mentoring supports to teachers new to this population as they acquire these new skills by linking them with seasoned teachers.

Special efforts must be made to adequately, fairly, and systematically assess the specific learning strengths and challenges of individual incoming students. What are the students' native language verbal abilities? What are their math skills as they enter U.S., skills? All too often students are placed in classes where they repeat materials they covered in their homeland. Has the new student undergone interruptions to their education during the process of migration? An estimated 10 to 20 percent of immigrant students have had interrupted schooling of up to two years (Arensonn, 2000). This has clear implications for literacy skills. What about potential learning disabilities? Some English Language Learners who do not have a learning disability are incorrectly referred for special needs assessments because of grammar, accent, or other second-language acquisition related issues. In other cases, immigrant children with learning disabilities go unreferred for a special needs assessment because it is assumed that their learning challenges are related to their process of learning English. Efforts must be made

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EDUCATING ENGLISH LANGUAGE LEARNERS IN RURAL AREAS

PAMELA WRIGLEY, ESCORT CENTER

An increasing number of school districts across the U.S. are experiencing an influx of language minority students as the strong economy continues to create a wide range of job opportunities. It is projected that in 20 years about 1 in 6 residents will be of Hispanic origin, and by the middle of this century the ratio will increase to about 1 in 4. The vast majority of immigrants settle in large urban areas, but their numbers are increasing dramatically in rural areas where 57 percent (up from 48 percent in the 1980's) are of Mexican origin (Huang, 1999). Poultry processing plants and meat packing firms are attracting immigrants to rural areas in record numbers.

As Gary Huang reports in his ERIC Digest entitled *Sociodemographic Changes: Promises and Problems for Rural Education* (January, 1999), "Immigrants in rural areas have attained, on average, less education relative to urban immigrants. High school completion rates, for example, are lower among rural immigrants aged 25 and older than among their urban counterparts. And this gap seems to be widening: metro immigrants who have entered the country since 1980 report increasingly higher rates of school completion, whereas completion rates among recent nonmetro immigrants remains low." Many educators who work with ELLs in rural areas lament the fact that their language minority students are dropping out at unusually high rates, but they are hard pressed to find solutions to this seemingly intractable problem.

> *"Rural communities do not generally have much experience with 'outsiders' of any sort."*

Rural communities do not generally have much experience with "outsiders" of any sort. There are many rural areas where a majority of the local residents have had little to no experience with people from other cultures. This can lead to fear and misunderstanding when immigrants begin to settle in an isolated community. In addition, small school districts tend to have less access to resources and bilingual people—both of which are essential to meeting the needs of the newly arrived language minority students and their families.

In this article, I propose to highlight some promising practices in the area of serving ELLs in rural schools. The problems and challenges are well known, but I would like to emphasize that there are many districts—against all odds—that are making remarkable strides in improving the achievement and high school completion rates of their language minority students.

District-level Efforts

The districts that have leaders who view the influx of immigrants in a positive light are more likely to prepare a well thought out plan for serving their ELLs. Too often, educators in small districts are in denial about the fact that immigrant families are settling in their area, and they put off devising a coherent plan for serving ELLs until the growing number of students is impossible to ignore. By this time, teachers and students have experienced a great deal of frustration due to the lack of instructional and moral support. An example of a district that chose the proactive route is one that I encountered in rural Virginia. They had a few language minority students spread out among a lot of different schools—no school had more than about five or six students. One of the district curriculum specialists was assigned the duty of administering the nascent English as a Second Language program. As is often the case with people who are assigned this task in rural areas, she had no ESL experience. What she did have was a can-do attitude that inspired her to search out resources about the field of ESL and what constitutes a model ESL program. Here are some early steps she took:

- Called the state ESL person for information
- Studied the Office for Civil Rights guidelines and recommendations (www.ed.gov/offices/OCR/index) .
- Made a case to the school board that the district was obligated to meet the needs of their ELLs according to federal mandates, and projected the number of qualified ESL teachers that would be needed
- Instituted a home language survey for the entire district
- Researched a test that could be used district-wide to assess the English proficiency level of the ELLs
- Read some key articles from the National Clearinghouse for Bilingual Education (NCBE) website **(www.ncbe.gwu.edu)**
- Began a hiring process to seek out qualified ESL personnel
- Assigned the ESL teacher with the most experience as the district's "lead" teacher
- Gave the lead ESL teacher a stipend over the summer to write an ESL plan for the district
- Sponsored and encouraged training sessions for mainstream teachers in recommended instructional and assessment strategies that they could use to increase the comprehension and performance of their ELLs.

This district leader took these steps over ten years ago, and, as expected, their language minority population has continued to grow. Due to these thoughtful early steps, the district has become a model for surrounding rural districts that are struggling with similar challenges. This Virginia district is so dedicated to ensuring that ELLs are taught to high standards that they have hired an ESL teacher to teach "sheltered" high school courses for as few as three or four students. This level of commitment is unusual, but it shows that a district, which had the good fortune to have an open-minded, positive leader who did the groundwork necessary to implement a well-researched program, can set the district on the right path for years to come.

School-level Efforts

Key role of the School Principal

Positive leadership is necessary at every level in order for a school to successfully implement programs and practices that benefit their language minority students. The district can provide structure and guidance, but it is the school principal who ensures that the programs are properly implemented and maintained. It is the principal who sets the tone of acceptance, who encourages his or her staff to warmly welcome the language minority students and their families. I cannot stress enough the importance of the principal's attitude in areas such as valuing what students bring both culturally and linguistically, and initiating efforts to communicate with the families on a meaningful level. In my experience, the schools that are most effectively addressing the many needs of their ELLs are those schools that have a principal who views the new population as an enriching rather than problematic addition to the school environment.

In addition to the importance of modeling a positive attitude for teachers, a principal needs to make it a priority to schedule meaningful and ongoing training for the entire faculty. The training sessions ensure that the teachers become more culturally aware and learn about the kinds of instructional and assessment modifications that they should use in order to make their lesson content comprehensible to their ELLs. The most successful principals I have encountered use many of the following strategies:

- Arrange a series of training sessions for all staff on cultural awareness—going beyond the elements of "surface" culture into the richer area of value systems and why people act and think the way they do

- Schedule a series of training sessions for mainstream teachers on the nature of second language acquisition and ESL strategies and resources. The training should be conducted both at the school level and the classroom level and it should be ongoing
- Include the degree to which suggested instructional modifications are used when rating a teacher's performance—if he or she has ELLs.
- Encourage—and allot time in the schedule for—collaboration between mainstream and ESL teachers
- Support extended day opportunities for ELLs so that they can receive help with their schoolwork and/or participate in extracurricular activities
- Dedicate library resources to buying books that represent a wide variety of viewpoints and cultures
- Reach out to parents using their native language to gain their trust and keep them informed. Invite them to parent meetings and provide them with a clear idea of what U.S. schools expect of them and how they can help

Ways to Reduce Cultural Isolation

I have often heard language minority students tell me that they do not "see themselves" (people who look like them) in schools where there are only a few students from ethnically diverse backgrounds. This sense of not belonging is often cited as a primary factor in a student's reason for dropping out of school. Comments such as "no one cares about me" are commonplace and can lead to a profound sense of isolation. This feeling of isolation is particularly acute in older students who are increasingly sensitive to differences and how they fit in or do not fit in with their peers. The teenage years are difficult enough without this additional challenge to forging a healthy sense of self.

What can schools do to help? On every level, attention needs to be paid to whether cultural diversity is valued and whether students representing minority cultures are respected. This means that every member of the school staff and all students should be provided with opportunities to understand how culture not only shapes, but also limits, their actions (Spears, 1990). As Jenny Oliver states in her ERIC Digest entitled *Charting New Maps: Multicultural Education in Rural Schools (*August, 1992), "In this sense, multicultural education seeks to create an environment in which students can understand, respect, and ultimately value cultural diversity."

"Easier said than done," say many educators who are frustrated with working in a school where the climate is hostile to language minority students. As mentioned previously, providing training sessions for teachers can be a beneficial first step. Over the years, I have observed a number of other successful strategies:

- **Actively recruit ethnically diverse teachers and support staff.** This is particularly difficult in rural areas, but advertising job openings in a wide variety of settings and publications often pays off. These valuable faculty members and home-school liaisons can help a school to bridge the cultural and linguistic divides that impede understanding and communication. It is also advantageous to have students "see themselves" in people who are in positions of authority.
- **Purchase resources for both the classrooms and the library that broaden the students' understanding of different cultures.** These materials need to be selected with care in order to avoid the pitfall of inadvertently promoting negative cultural stereotypes (for example, choosing books that uniformly depict Latinos as gang members). This is a difficult task when the media is constantly promoting negative stereotypes. There are many helpful resources available on the web—a couple of interesting articles that are available through the NCBE (www.ncbe.gwu.edu) or Department of Education (www.ed.gov) ERIC Clearinghouse data base are: *Integrating Mexican-American History and Culture into the Social Studies Classroom,* Kathy Escamilla, September, 1992 and *Promoting Reading Among Mexican-American Children*, Yvonne Murray & José Velázquez, December, 1999).
- **Cultivate Links Between Home and School.** The most successful schools go beyond simply translating important documents. One school that I worked with in rural Virginia had a principal who believed strongly in the benefits of actively involving all of his parents. When he saw that his Hispanic parents were not coming to his regular meetings (even when he informed them that translators would be available), he initiated a series of Hispanic parent nights that were designed to inform the Spanish-speaking parents about what schools expect of them in the U.S. and how they can support and promote their children's education. These meetings were conducted in Spanish (although translation was provided for English-speaking participants) and, to the principal's delight, nearly every parent showed up. The parents were so excited about feeling welcome at their children's school that they asked the principal

> whether they could meet once a month. The principal agreed to two meetings a year and, over time, these same parents who reluctantly attended the first meeting began to gain confidence and participate in field trips and committees.

Striving to reduce the cultural isolation experienced by both the local population and the newcomers is worth doing. Research supports the use of strategies aimed at broadening everyone's world view. Any effort that results in individuals becoming more accepting—and less judgmental—of those who are different is sure to lead to an improved school climate.

"Spears and colleagues (1990) reported that, to some participants, multicultural education made school more 'relevant', contributing, they believed, to decreased rates of dropping out. Others reported a decrease in racial stereotyping, leading to better relationships among students. Among ethnic minority students, a cultural 'grounding,' or sense of belonging was reported, and demonstrated through behaviors indicating increased self-confidence" (see Jenny Oliver & Craig Howley, *Charting New Maps: Multicultural Education in Rural Schools*, ERIC Digest, August, 1992).

"To be successful, this environment must take place in the context of supportive relationships between teachers and their students, between teachers and parents, and between students from among a variety of backgrounds."

Capitalizing on the Emphasis Placed on Standards, Accountability and Hispanics

The increased emphasis on standards and accountability is the name of the game in every state. There has been a lot of attention paid to the question of whether high-stakes standardized tests are inherently unfair to minority and language minority students. This is a valid issue which is being studied on many levels and bears watching. However, one of the positive aspects of the standards movement has been an increase in resources that are dedicated to education and a focus on how to improve the achievement of low-performing populations.

A small school district in North Carolina was struggling to meet the needs of their burgeoning population of ELLs. Once the state accountability standards began to have an impact, the district joined a chorus of voices that lobbied at the state level to ask for extra money to bolster programs targeting ELLs. The state legislators agreed to contribute funding to the effort to help language minority students meet the high standards they had imposed. As a consequence, this small district was able to hire one more ESL teacher with the extra money. This meant that the ELLs would receive more hours of individualized and small group instruction each day.

This lobbying effort can be replicated at the local level as well. Those who are advocating for better programs for ELLs can make a strong case by showing the district the number of students who are either unable to take the state test or receive a low score. Every district and every school wants scores to improve, so they are increasingly receptive to suggestions of how to improve the performance of their ELLs. An article entitled "SOL Program Gives Rural Schools a Boost" appeared in the Washington Post recently and describes how the Virginia Standards of Learning accountability system has led to increased state and local funding for rural districts.

The federal government emphasizes the creation and expansion of promising programs that narrow the performance gap and reduce the persistently high dropout rate of Hispanic students. It is important to remember that the Title I program, which is operating in nearly every school in the country, is mandated to serve ELLs who are in need of extra assistance to perform at grade level. The barriers that prevented the Title I program from serving language minority students were eliminated in 1994. The Department of Education provides free technical assistance through a variety of federally funded centers. In addition, there is a wealth of information about free resources and grant opportunities on the DOE website.

Searching Out Community Resources

Every school district that I have visited has community resources that are often waiting to be tapped. Help may come from local libraries, or volunteer organizations, or churches, or simply individuals interested in helping immigrant families and their children in any way they can. In a rural district in Maryland that I visited, the schools were reeling from a sudden influx of non-English speaking students. The principal called the local chapter of Literacy Volunteers of America and asked if they could lend a hand. The LVA members were excited about the challenge and worked with the schools where there were concentrations of language minority students to develop after-school tutoring programs. The schools agreed to provide the transportation and the LVA volunteers furnished most of the tutors. This was a win-win situation that grew out of a phone call to a local volunteer organization.

Many years ago, while I was working with a migrant education program in Virginia, a family brought their older children from Mexico. One of the girls was about to enter high school and, although she had been an excellent student in Mexico, she was not sure that she could succeed. Maricela did not know a word of English as she began her first day of classes, and this particular high school had never had an ELL apart from an occasional

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ADMINISTRATION OF BILINGUAL EDUCATION PROGRAMS

Column Editor: Mary I. Ramirez, M.A.

Programming for English Language Learner's Success

In school districts across the country, the school year begins with a flurry of activities: class lists, teacher schedules, room assignments, and book distributions. Providing English Language Learners (ELLs) with their place in the process may begin with the ESOL/Bilingual office and teachers, but ensuring their academic and linguistic achievement is the responsibility of all educators, as well as the community.

According to The National Clearinghouse for Bilingual Education (NCBE) and The Office of Bilingual Education and Minority Languages Affair (OBEMLA) (1998) state surveys, K-12 ELLs are projected to number over 4 million nationwide in 2000, with the major language groups of Spanish, Vietnamese, Cantonese, Hmong, French Creole, Korean, Russian and Cambodian. There is significant growth of the limited English proficient student population in the majority of the states. U.S. Department of Education Secretary Richard Riley (2000) notes that 54% of all teachers nationwide have ELL students in their classrooms, but only one-fifth of teachers feel very prepared to serve them.

How does a school district adequately and appropriately support and meet the needs of its ELL students? What is required to help students succeed—and to make district ESOL and/or Bilingual programs successful? The key activities many districts recommend include Planning, Implementing with Professional Development, and Monitoring and Evaluating.

Planning by Including Stakeholders and Using Research

Planning for effective programs requires the inclusion and participation of all stakeholders—administrators, teachers, counselors, parents, students, community organizations, higher education colleagues, government officials and yes, even the press. Planning also requires that the knowledge and expertise must be in place or able to be accessed so that informed decision-making becomes part of the process. There are many resources published which can provide an overview of what is needed for positive practices.

> *"The classification of language academy is given to schools when the requirements of the ten Academic Master Principles are met."*

The *TESOL Access Brochure*, found as an appendix in the *TESOL ESL Standards* (1997), is a short easy-to-read two and one-half page document which focuses on four key access areas:

1) a positive learning environment,
2) appropriate curriculum,
3) full delivery of services, and
4) equitable assessment.

August and Hakuta's *Educating Language Minority Children* (1998), a shorter version of their major research effort, is a valuable resource which provides a comprehensive summary of ELL research, with key findings noted at the beginning of each chapter.

Topics to consult for district discussions include bilingualism and second language learning, literacy and content, the social context, student assessment and program evaluation, and school and classroom effectiveness studies. Planning also means that critical resource issues must be addressed, such as staffing, materials and books, curriculum, assessment, support services and proportional budget allocations.

Professional Development for All

A key part of constructing effective programs involves deep, rich ongoing professional development. The district must realize that it has a responsibility to increase and improve the knowledge base of all. Professional development should involve board members, parents, community organizations, superintendents and principals, as well as teachers and support staff. Diverse professional development strategies include attendance at conferences, workshops, visits to other schools and districts, bringing in national experts as consultants, graduate classes, teacher research study groups, etc. NABE's *Professional Standards for the Preparation of Bilingual/Multicultural Teachers* (1992) is a helpful resource to identify important teacher prerequisites for working with language-minority children.

A report on professional development efforts was recently prepared by Schwandt and Tobin (1999) in their review of Title VII programs. Five districts were recognized after site visits were conducted, and the findings were presented at the NABE 2000 conference. In their general conclusions, the authors noted, "It is important to clearly establish goals from the outset…professional development is most effective as an ongoing cycle…collaborative partnerships are an important component [and] leadership played an important role in implementation." (p. 72-3). The authors noted that one of the outcomes common across sites was "increased recognition and support for bilingual programs throughout the district and community, as well as an increased sense of efficacy for participants."(P.69).

Evaluating Programs

Finally, once programs are in place it is necessary to monitor them and evaluate their progress. The Seattle Office for

Civil Rights recently published a new user-friendly document, *Programs for English Language Learners*. Here the reader can find a checklist format, which asks for self-reflection regarding the development of goals and a plan, and includes an evaluation framework. Additional review areas include program implementation, identification of students, providing staff and resources, transitioning or exiting students, input from parents and students, and student performance in English language development and academic performance. Bilingual programs could also include the consideration of progress in home/native language proficiency. Districts must also be accountable for the performance of their ELL students in meeting state standards and meaningfully participating in assessments. It is important that data be produced which is appropriately disaggregated (for example, by English proficiency level, program model, native language) and which can be reviewed in schools, classrooms and communities so that the progress of ELL students is understood and monitored.

District Models

Two districts, on opposite coasts of the country, have been trying to improve programs for their Bilingual and ELL students. San Francisco initiated the *Bilingual Education and Language Academy* framework, which emphasizes competence in English and an additional language along with positive self-images and attitudes toward other cultures.

This classification of language academy is given to schools when the requirements of the ten Academic Master Principles are met. These principles include the use of a research-base that predicts positive student achievement outcomes, clearly communicated mastery criteria, demonstration and monitoring of student progress and access to extra curricular and co-curricular activities in targeted languages. San Francisco has implemented parent leadership training courses, a Language Olympics and home instruction programs for preschool youngsters (HIPPY). Goals for the district have included implementation of best practices, enrichment, leadership and 21st century technologies, student and family centered services, collaborations, and focused value.

Philadelphia's *ELL Action Plan* details the use of 12 strategy areas: standards, assessment, data, curriculum, best practices, professional development, staffing, comprehensive supports, community involvement, equity, resources and planning/oversight.

All administrative offices are expected to support activities for ELL student achievement. Philadelphia has been recognized nationally for its work in assessment including the use of native language tests, testing accommodations, inclusion of multicultural testing items, and reviews of test items for standards-alignment, cultural bias and language accessibility. Other efforts in Philadelphia include the publication of ESOL, Spanish and Chinese Curriculum Frameworks and preliminary work on an ELL Skills Set.

Both of these districts were recognized in Schwandt's study for their professional development efforts. Also, both San Francisco and Philadelphia have data which demonstrates that many students who were once designated as ELLs and successfully exited are now excelling in their academic performance, even outperforming English dominant students. The districts continue an ongoing collaboration on issues such as Chinese bilingual programs and assessment.

Maintaining successful bilingual and ESOL programs is an ongoing effort, which requires much collaboration, communication and advocacy. Research and data demonstrating the importance and value of bilingual educational programs must be produced, highlighted and publicized. Through networking opportunities provided by NABE, OBEMLA and the Council of Great City Schools, for example, district and state bilingual directors are meeting with each other and sharing their experiences and effective practices. This new column will be an opportunity for that work to be shared with colleagues across the country and the world. ●

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TEACH THEM ALL

Embracing the ESL Child in a Successful School Model

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The theme of "Teach Them All" has guided our district over the past several years. This theme has taken on even more significance within the past five years as the Springdale School District has worked with an emerging and fast-growing immigrant population of non-English-speaking students. A critical lesson learned, however, is that this theme is as important now as it ever was—or even more so! In the words of Ron Edmonds, one of the original research team members for "Effective Schools": "We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us." Those prophetic words seem to set the stage for creating "conditions for success" now for our non-English-speaking students.

The work our district has been doing to meet the needs of our quickly-changing school population was recently featured at the "Improving America's Schools" conference hosted by the United States Department of Education. During our presentations at that conference, we were honored to share some of the strategies that we have put in place. This article summarizes the presentations made during those conference sessions.

The Springdale School District has changed from a predominately white (97%) population with zero non-English-speaking students 10 years ago to our numbers today of 78% white population and 22% minority. The vast numbers of our immigrant children are non-English-speaking, arriving primarily from Mexico, South America, and the Marshall Islands. The majority of those children arrive at our doors with minimal school experience and minimal literacy skills in either their native language or in English.

We immediately saw changes in some of our schools where the observed impact was that over 50% of the students in some grades were children who did not speak English. We knew we could not continue doing business in the same way if we were to meet the challenge of teaching all children. We needed a "recipe for success" for those children, their families, our teachers, and our community. Over the course of the last five years, we have worked diligently to create such a "recipe," and that model appears to be having some success—academically, socially, and emotionally—for all concerned.

Our recipe for a successful school model that embraces the ESL student includes six essential ingredients.

①

A Strong Vision for Student Achievement.

We have a stated vision statement that sets the tone for our district. We have a vision that all children can and will learn. We believe that neither ethnicity nor non-English native language is a predictor of school failure; we believe that our teachers create the conditions for learning for all; and we believe that we can give teachers the tools they need to get the job done through staff development.

This vision statement is proving to be true as success stories about children are shared and as teachers come to believe in the children and in their own ability to foster an attitude of student achievement.

②

High Expectations for ESL Student Achievement

We expect all students to fully participate in school life—athletics, clubs, the arts, and social events. Our faculty members work hard to create those conditions to encourage students to stay connected to school. We expect all students to learn English—within an environment that allows students intensive language assistance while placing them in classes where language acquisition strategies are taught within the content areas. We also expect students to participate in an assessment program. No student is exempted from measurement of school progress. Some of it is through standardized testing (language-acquisition assessments, for example). Some of the assessment is done through portfolios so that students and teachers can follow growth over time. Regardless of the methodology, all students deserve and receive feedback about their progress in a timely and systematic way.

③

An Accountability System that Tracks the Achievement of the ESL Student

The district has an accountability system for all students. The ESL student is a part of the accountability model. We target specific goals of concern and interest to this identified group of children so that we, as a district, can better serve their needs. Some examples of the types of indicators we use are: the percentage of students who have increased their language proficiency as measured by the LAS; the percentage of ESL students who graduate from high school; the percentage of ESL students who are identified as Gifted and Talented; the number of students entering and exiting the ESL program; and the achievement level of students in the ESL program. All of those indicators help guide the district in planning for staff development and program improvement.

④

Systematic and Ongoing Support for Faculty About ESL Issues

This may be the most important ingredient in our successful model. Teachers need the tools, resources and confidence to engage these newly-arrived children as an integral part of the classroom experience.

We provide intensive support through week-long ESL academies that are partially funded by the business community. We provide "solutions sessions" with staff members from the ESL program at the university so that we can make changes as needed in our instructional strategies. We provide curriculum material support. We encourage faculty members to attend regional and national meetings so they can acquire more tools. We also eliminate barriers (such as the use of the standard grading system) so that students and teachers can establish a successful working relationship until the student becomes more skilled academically and linguistically.

The most important message we send our teachers is that their first priority is to make the students feel safe and welcome. Research indicates that learning is more likely to occur in a safe and nurturing environment. We ask teachers to create conditions that allow students the opportunity to be successful by assuring them that we are glad they are here and we will help them succeed.

Open Communication Systems

Teachers, parents and community members need to know who to call to solve problems. We have established an ESL center to serve as a clearinghouse for information. We also collaborate closely with our community's Multicultural Center as we work together to solve problems. Due to the language differences, we use translators as needed during parent meetings or student conferences so that clear communication can occur. Even though we encourage instruction to be English-language-based, the reality is that some times translated materials must be made available and that native language speakers are needed to help students and parents understand what is required.

Community Support System

The children in our schools are a reflection of the changes in the community at large; therefore, our schools established a working relationship with community leaders early on as we began to see our population change.

The community support initially began with monthly meetings to work through emerging issues and to devise creative solutions to community-based problems. The school system was able to communicate the needs very efficiently because the parents brought community questions to school. Questions related to health care, housing, insurance, etc. were being asked of our teachers. Through a strong community network system, the community service organizations (police, fire, hospitals, banks etc.) began to help provide support to the families. Currently, we have a fully functioning Multicultural Center where new families can go to get important information about the community of Springdale. That center also works to build cross-cultural awareness and understanding through activities such as the Multicultural Festival held annually.

We have been enriched and rewarded by the arrival of our newest immigrant families in Springdale. Those families and their children are committed to becoming contributing members of our school district.

As Will Rogers once said, "Even if you're on the right track, you'll get run over if you just sit there." We know that we are still in the learning process with our newest children, but we believe that we have gotten off to a good start as a result of strong leadership initiatives, acceptance by faculty of the expectation to teach all children, and the realization that *we must do it right* ... because our work today is our legacy for the future. ●

Beyond the Classroom Community

AMY ELIZABETH HAYNES, DALTON PUBLIC SCHOOLS

During my teacher preparation and professional development, I have heard and subscribed to numerous appeals for creating a "classroom community," where students establish relationships that encourage their academic achievement. In my personal experiences during my past six years as a teacher at Roan School (Dalton Public Schools) in Dalton, Georgia, I have experienced an exemplary model of community that has greatly extended beyond the walls of my classroom. In Dalton, education is a community concern, and education is not viewed solely as a responsibility of its schools. Community and business leaders have joined forces with local school leaders to provide support and maintain academic excellence as a dramatic shift in student demographics has occurred

Rapid Growth

As a newcomer to the Dalton area, I began my teaching career unaware of the school system's current challenges, which included a rapidly growing Hispanic (primarily Mexican) and native Spanish speaking population. Such demographic change was the result of a recent immigration of workers who came from Mexico to support Dalton's carpet industry. While one would expect such diversity in larger urban areas, it caught a small town in Northwest Georgia by surprise. Yet the schools and community have embraced the challenge and responded positively to what some might consider adverse conditions.

During the 1994 school year, approximately 45 percent of my school's student population was Hispanic, yet only four staff members spoke any Spanish. Frantically, new teachers sought the advice and expertise of veteran mentor teachers who found themselves in a similar predicament of not knowing how to best meet the needs of culturally and linguistically diverse students. While school leaders began focusing efforts on preparing local teachers, the Dalton community volunteered its assistance in a very unusual and innovative way.

The Georgia Project

The Georgia Project was envisioned and implemented in the fall of 1996. The Georgia Project is a community based organization consisting of local business/industry leaders, that has partnered with local schools and the ***Universidad de Monterrey, México***, to enhance the education of **all** students in the Dalton area. Though this project is multifaceted, it has impacted my school and my students in two particular ways. First, The Georgia Project has brought biliterate instructors from Monterrey who provide bilingual instructional assistance to Dalton

(continued on page 36)

A NEW AMERICAN TALE

One Small Georgia Town Looks at Academic Success in the 21st Century

Jaime A. Zapata

What do you do if you have flown your P-51 in the World War II Pacific Theater, then served as a District Attorney, a Superior Court Judge, and a Member of the United States House of Representatives? If you are 76 year-old Erwin Mitchell, and you've spent most of your life fighting for fairness, you call it a decent warm-up and push forward to the best years of your life. And, you dedicate those years to addressing the educational needs of children in your hometown.

That is exactly what this favorite Georgia son has done. His efforts—and, as he himself will tell you, those of many others—have brought about remarkable changes in a town that until recently was almost entirely White and knew little about serving children who didn't speak English.

New Patterns, Softer Path

For two hundred years, Dalton has been a small but industrious town. Over that time, cotton and thread mills have given way to bedspread and small rug manufacturing. Erwin's family, and those of many other Daltonians, have made their home here since the beginning of the 19th century, and over the years Dalton's immigrants became "forefathers," not new arrivals.

Then came the 1990's. Since then, Dalton has been host to a rapidly growing group of new Georgians—Latinos. In fact, over the last five years, Dalton's Latino population has grown so rapidly that it now accounts for nearly 30 percent of its residents.

The reason for this demographic shift probably won't escape you. For most of us, it's right at our feet—tufted and woven carpeting. Dalton is the world's leading producer, and most of the carpeting that covers the planet is made within 60 miles of this town of 25,000 people. And, while southern hospitality may account for some of Dalton's popularity among Latino immigrants, it is good jobs that continue to bring most of them. So, it is fitting that carpeting also played a serendipitous role in improving education for the Dalton public schools' newest students.

In a Daughter's Plea...A Challenge is Thrust

Erwin is the southern gentleman that you read about in books. He is polite and impeccably attentive. When you speak with him you can't help but be charmed by the snowy-locked, bespectacled man before you. You may even wonder how this elegant septuagenarian—whose words are rounded softly by a Georgia twang—has been such a fierce warrior in the battle for school desegregation and access to high quality education. The answer, says Erwin, is simple. "I have never considered myself a do-gooder or a crusader. I am someone upon whom a challenge was thrust, and who believes that all children should be given a chance to learn."

That spirit of duty and commitment is made all the more obvious by what could be referred to as one of the American educational system's greatest successes of modern times. Ten years ago, Dalton's public schools had 151 Latino students; today they number in the thousands and make up more than half of the student body. And, because of a program that uses children's native language as a tool in education, Dalton's LEP students are not just learning English, they are achieving to high academic standards. If this were not positive enough, Latinos have become active participants in the town they now call home. While once upon a time Latinos in Dalton had little representation within the larger community, they are now an integral part of the town's social, political, and economic fiber.

Erwin will remind you that he is not an educator and that it was his youngest daughter, Leslie—a teacher at the Roan Street School—who first brought the changing needs of Dalton's students to his attention. The children of Latino carpet mill workers were beginning to fill the classrooms, and this Georgia town's schools were not prepared to meet their needs. "She told me 'Daddy...you've got to do something to help these kids'." And, with a daughter's determined call to action, the seeds of the Georgia Project had been planted.

Erwin Mitchell

An active civic leader, Erwin began to talk about the challenges facing the Dalton schools with other members of the community. "Now, you've got to understand that like me most of these folks are Anglo and not bilingual. In fact, like me, most of them can barely speak English" he adds, with his usual wit. "But, we knew we needed teachers who could help these students, so we tried to get some teachers who were biliterate. And, we were willing to pay. There just weren't enough to be had. We wondered what to do."

Then, one afternoon, during a casual conversation with his friend Robert E. Shaw, Chairman of Shaw Industries, the largest carpet manufacturer in the world, Erwin got his answer. "Bob told me that he had a business partner in Monterrey, Mexico who might be able to help." Erwin didn't know it then, but things in his little town were about to get even more interesting.

Meeting New Friends

It took eight months before everyone involved realized that it could actually work. "Our friends in Monterrey—and we've become good friends—made several trips to Dalton and met with Latino and Anglo community members to help engage them in this project." Before long an accord between Dalton and the University of Monterrey would be signed. Dalton schools would welcome 15 biliterate teachers from Mexico, and 24 of Dalton's teachers would travel to Monterrey during the summer for intensive Spanish courses. The Georgia Project had become a reality.

"It was magical. Before [the teachers from Monterrey] came—and not a single teacher from Dalton has lost their job because of it—the atmosphere in the schools was glum. You felt so despondent when you left. Today, you walk in schools, and the kids are engaged and smiling. They high five you all the way down the hall!"

Things Cost Money

Dalton is an affluent community, but when the Georgia Project was initiated, its total funding was, Erwin recalls, "exactly zero dollars." "But, we knew we needed it, and less than 30 days after we signed the accord with Monterrey, the Dalton City Council—made up entirely of White members—committed $250,000 a year, for three years, for the project." Through word of mouth, other contributions poured in, and Dalton even decided to apply for a Title VII grant. "We received $500,000 over five years from OBEMLA...the finest money the federal government has ever spent!"

But, even Erwin acknowledges that tax dollars alone could not have made the project a reality. "This is proof that private citizens working with leaders, businesses, and government CAN make good things happen." He also adds that corporate leaders should dig deep in their pockets to help improve education but that their role should not be relegated to that of donors. "Public education may just want money from the private sector, but the private sector must be an equal partner in setting and implementing education policy." As Erwin sees it, it is up to an entire community to figure out how to improve student achievement and truly make children—whatever their background—a part of our nation's fiber.

> *"Today, you walk in schools, and the kids are engaged and smiling. They high-five you all the way down the hall!"*

Does It work?

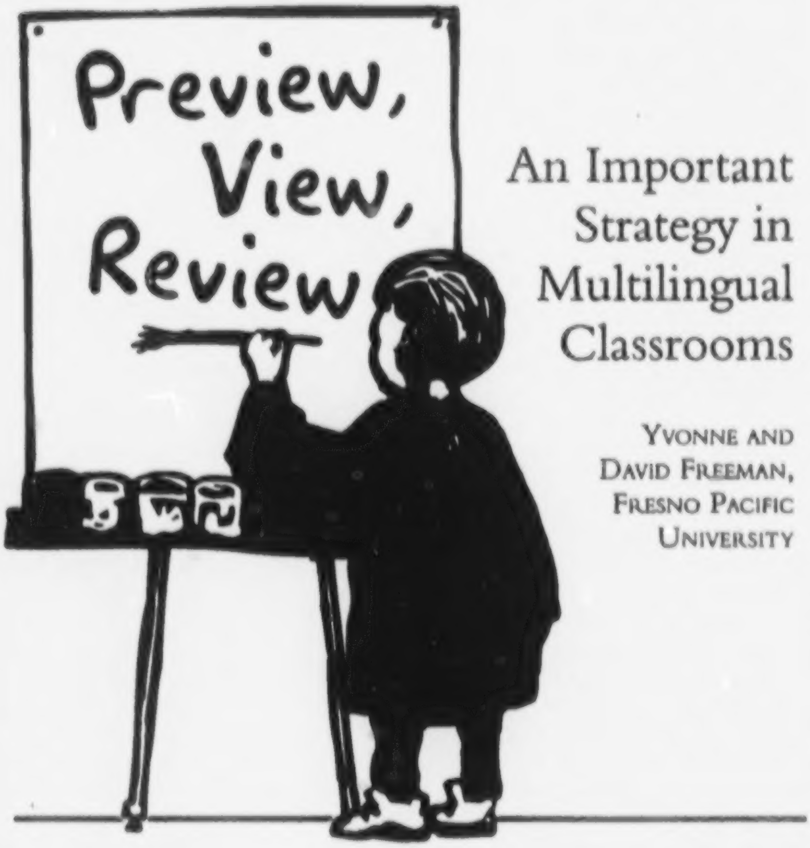
"People usually tell me 'what a wonderful thing!" says Erwin of those who learn of the Georgia Project. Recently, however, he had an opportunity to tell a journalist from ABC all about Dalton's innovative efforts, and this time what he was asked was something different. "Does it work, Mr. Mitchell?" Erwin though that was an interesting question. "There are so many things in children's education that you just can't measure with [tests]." But, he had just finished looking at Dalton's scores on the Iowa Test of Basic Skills (ITBS) and replied proudly that those schools where bilingual instruction was taking place showed the grades of LEP students increasing steadily—even as their numbers continued to grow. "Yes, it works!" He had the proof.

That comes as no surprise to those who understand that one of the most powerful tools in education is clear communication and that, while learning may be a complex process, children who are taught by qualified educators and given the tools to succeed will achieve beyond all expectations. As Erwin puts it, "We need to get these kids while their eyes are flashing and their minds are quick. The better the teaching, the better their education, and through it, the better the future of our country."

A Different Place

Next fall, 20 biliterate teachers from Monterrey will join their American colleagues in Dalton, and Georgia teachers will once again head South to Mexico for summer courses that will further their own language skills. And, so goes the Georgia Project, steady and strong, making positive change possible and the achievement of lofty goals a reality. It all makes Erwin Mitchell reflect on the many changes that have come about in his little community. "My home town will never return to what it was. The changes of these last years are real, and they are permanent. Dalton is becoming an island of languages...and every day we are reminded that we truly are a land of immigrants, and above all, that we must continue to be...a land of opportunity." ●

Jaime A. Zapata is Director of Media and Public Affairs for the National Association for Bilingual Education (NABE). His publication interests include reframing the issue of bilingual education and documenting success stories for broader distribution. Feel free to reprint this piece, as with all NABE non-copyrighted articles, citing the author and NABE News as the source. To send comments or suggestions, write Jaime at the NABE address or his e-mail address, J_Zapata@nabe.org.



An Important Strategy in Multilingual Classrooms

Yvonne and
David Freeman,
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University

Research has consistently shown that it takes English learners several years to acquire academic language (Hakuta, Butler et al. 2000; Collier 1989). This research is in direct opposition to the views of the general public and mandated policies such as the "English for the Children" initiative, Proposition 227, in California. In fact, in their summary of the research on the length of time it takes to acquire academic English, Hakuta et al. explain that it takes from 4 to 7 years and, "that policies that assume rapid acquisition of English...are wildly unrealistic" (p.1). Primary language support is crucial for multilingual students during the time they are acquiring English.

> *"Primary language instruction allows LEP students to access complex academic instruction earlier than other approaches."*

In addition to assuming that English can and should be acquired rapidly, many policy makers are convinced that the best road to English for non-native speakers is through submersion in English. The assumption is that "more English equals more English" and that instruction in the native language is a waste of valuable instructional time. However, the researchers in the field of bilingual education have shown that primary language instruction is important. Krashen (1999) argues that we acquire language when we receive comprehensible input, messages that we understand. For second language students, the use of the primary language can help make input comprehensible. To learn a second language, students need to have an understanding of what they hear or read. If students enter school speaking languages other than English, and if English is the only language of instruction, then the students may simply not understand enough English to acquire English or to learn any subjects taught in English. The 1997 National Research Council Report, *Improving Schooling for Language-minority Children: A Research Agenda*, states, "primary language instruction allows LEP students to access complex academic instruction earlier than other approaches" (p.4) (August & Hakuta 1997).

Skutnabb-Kangas (1983) expands on this point by asking what happens when, "the child sits in a submersion classroom (where many of the students have L2, the language of instruction, as their mother tongue), listening to the teacher explaining something that the child is then supposed to use for problem solving." In this situation, "the child gets less information than a child listening to her mother tongue" (p. 116). If a child fails to understand even a few words, he or she may lose the meaning of an explanation.

An example will clarify this point (Freeman & Freeman 2001). Picture a kindergarten class where most of the students speak some English but five of the students speak only Hmong and three speak only Lao. The teacher, Ms. Smith is a monolingual English speaker. Early in the year, Ms. Smith wants to review colors and shapes with her students. Because she wants to make the input comprehensible, she gathers some realia for the lesson. She has a green, square block, a yellow block the shape of a triangle, an orange ball, a long blue scarf, and a white egg. Ms. Smith tells the children they are going to review their colors. She holds up the green block, and the teacher and students say the color, *green*, together. Next, she points to the yellow block, and the students call out the color, *yellow*. They go through this routine with each of the objects and then the teacher points to other color objects in the room such as the children's clothing. The non-English speakers begin to figure out what the teacher and students are doing, "Oh, we're talking about color! I get it. The ball is orange, my shirt is orange, and the pumpkin is orange."

At about the time those students have figured out that they should focus on color, Ms. Smith says, "Now, let's talk about shapes." She holds up the green block and says, "This is a square!" The English learners, however, are thinking, " I thought it was green!" She holds up the egg and says, "This is an oval." The English learner is thinking, "No, that's white!" Ms. Smith explains the yellow block is a triangle, the blue scarf is a long rectangle, and the ball is round. The native English speakers are with the teacher all the way, but the English learners are struggling to make sense of what is happening.

The children learning English are expending a great deal of energy trying to understand what the teacher is teaching, but during part of the lesson, they are confused. By the time they figure out that they should look at color, the teacher switches to shapes. While the lesson provides the native English speakers a good review of colors and shapes, the non-English speakers are acquiring very little English and are not learning the important academic concepts the teacher is presenting.

In this example, the students would have learned a great deal more English if there had been a preview of the lesson in their native languages. If an aide, a bilingual peer, or another teacher could have explained to the children in Hmong or Lao that the teacher would be teaching colors and shapes and then reviewed the colors and shapes briefly in their languages, those students would have been much more engaged and would have been able to acquire more English vocabulary during the lesson in English.

Preview/View/Review

PREVIEW

FIRST LANGUAGE

The teacher gives an overview of the lesson or activity in the students' first language (this could be giving an oral summary, reading a book, showing a film, asking a key question etc.).

VIEW

SECOND OR TARGET LANGUAGE (ENGLISH)

The teacher teaches the lesson or directs the activity in the students' second language.

REVIEW

FIRST LANGUAGE

The teacher or the students summarize key ideas and raise questions about the lesson in their first language.

One excellent strategy for working with second language learners, then, is preview, view, review. This strategy can work in classes with English learners from different primary language backgrounds, and it can work whether or not the teacher speaks the students' languages. If the teacher, a bilingual peer, a bilingual cross-age tutor, a bilingual aide, or a parent can simply tell the English learners in their native language what the upcoming lesson is about, the students are provided a preview. During the view the teacher conducts the lesson using strategies to make the input comprehensible. With the help of the preview, the students can follow the English better and acquire both English and academic content. Finally, it is good to have a short time of review during which students can use their native language. For example, students who speak the same first language could meet in groups to review the main ideas of the lesson and then report back in English. The chart above outlines the preview, view, review technique (Freeman & Freeman 1998).

The preview, view, review technique provides a structured way to alternate English and native-language instruction. Students are given access to the academic concepts they need to know and, at the same time, are acquiring English. Simply translating everything into a student's first language is not productive because the student will tune out English, the language that is harder to understand. This concurrent translation method does not lead to either concept or language acquisition. Using preview, view, review can help teachers avoid concurrent translation and can also motivate students to stay engaged in the lesson.

When lessons are well taught, the concepts presented in the primary languages transfer to English. As teachers of multilingual students, we need to find ways to help our students access the curriculum and learn both English and school content. Using the preview/view/review technique can help any teacher to reach this goal. ❍

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ISSUES IN INDIGENEOUS BILINGUAL EDUCATION

Column Editor: Dr. Jon Reyhner, Northern Arizona University, AZ

Indigenous Community-Based Education

Indigenous Community-Based Education (Multilingual Matters, 1999) is a 180-page collection of ten essays edited by Stephen May of the University of Bristol. These essays describe efforts by indigenous peoples in North and South America, Australia, New Zealand, and Europe to end assimilationist schooling that denies the value of indigenous languages and cultures. Schooling for indigenous peoples has historically tended to be imposed imperialism designed either to assimilate indigenous people into an alien dominant culture and/or to keep them in a second-class status.

The ten essays collected by May focus on how indigenous peoples worldwide are working to take control of schools in their communities so that—in the words of the first contributor—David Corson, indigenous learners can, "become active participants in shaping their own education (Corson: 10). Corson cites the influence of Paulo Freire in regard to adult indigenous education that saw, "literacy work as a way of giving voice to the oppressed…to talk about *generative themes* that they chose themselves from their own experiences," giving, "the learners more control over their own curriculum," (quoted in Corson, 1999:10).

In the third essay, May discusses the differences between nation state political democracy and what Joshua Fishman has termed *cultural democracy*. May writes, "If there has been a point of greatest resistance to the recognition of separate minority rights and entitlements, "it has probably been in the area of language and culture"…because a common language and culture has been central to political nationalism (1999:48).

May points to the phenomenal success of the Maori *language nests* in New Zealand as a model for indigenous community-based education. This grassroots effort has expanded over the last two decades from its pre-school base through elementary and secondary education into Maori language university-level teacher education programs.

Archia Durie of the Department of Maori and Multicultural Education at Massey University College of Education writes in the fourth essay about how Maori efforts have changed from a *subordinating* to an *empowering* process. She describes assimilationist education as education for *cultural surrender*. Jon Todal, in the eighth essay, describes how some of the idea for a Sami language preschool in Norway came from Welsh language activists.

> *"May's book…is especially important because its global viewpoint shows how particular indigenous education efforts have benefited from the ideas and examples of other indigenous groups, sometimes thousands of miles away."*

Two U.S. efforts are described in the fifth and sixth essays. Teresa L. McCarty and Lucille J. Watahomigie describe efforts by Navajos at Rough Rock and Rock Point, Hualapais at Peach Springs, Native Alaskan teacher leaders, Karuks in Northern California, and Native Hawaiians. The Hawaiian efforts then receive more in-depth treatment by William H. Wilson of the College of Hawaiian Language of the University of Hawaii at Hilo in his essay, *The Sociopolitical context of Establishing Hawaiian-medium Education*. Hawaiian language activists give credit to the pioneering efforts of the Maori in leading the way to indigenous community-based education.

May's book is an important addition to the literature on indigenous education. I think it is especially important because its global viewpoint shows how particular indigenous education efforts have benefited from the ideas and examples of other indigenous groups, sometimes thousands of miles away. Small, often isolated, such groups of indigenous peoples are at a disadvantage, when attempting to wrest control of educational institutions from populous dominant groups. However, when these indigenous groups learn from each other and work together, their cooperation can give them the strength needed to persevere in their quest for culturally and linguistically appropriate education for their children. ●

Jon Reyhner, Ph.D. is Associate Professor at Northern Arizona University. Send article submissions or comments to P.O. Box 5774, Flagstaff, Arizona 86011-5774 or by email to Jon.Reyhner@nau.edu.

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Nominations for NABE Board of Directors

(as Stipulated in the By-Laws of the National Association for Bilingual Education [NABE])

Section A. Nominating Committee. Nominations of candidates for the Executive Board of Directors shall be the responsibility of a Nominating Committee comprised of a representative of each NABE affiliate organization in good standing. Nominating Committee Members must also be individual NABE members in good standing. The President or other Board Member designated by the President presides at, but does not vote in, all meetings of the Nominating Committee. Members of the Nominating Committee are not eligible for nomination as candidates. The Nominating Committee shall fulfill its responsibilities at a meeting during the Association's annual conference. The Nominating Committee meeting shall be open to all Association members in good standing as observers.

Section B. Qualifications of Candidates. Candidates for the Executive Board of Directors must be NABE members in good standing and must have been members in good standing for one year prior to their nomination.

Section C. Nominating Procedure. The Nominating Committee shall nominate at least twice, but no more than three times, the number of candidates as there are available Board Member-at-Large Positions. The Nominating Committee shall ensure that no more than two Board Members-at-Large reside in the same state by limiting nominations of individuals for Board Member-at-Large positions to no more than two per state, less the number of Board Members-at-Large from a given state who have already been elected to serve any portion of the term for which nominations are being made. In carrying out this limitation, the Nominating Committee shall use the NABE membership mailing address for all candidates. The Nominating Committee shall ensure that at least one individual is nominated from each of the Association's three geographic regions. The Nominating Committee shall also ensure that the nominees come from at least three distinct linguistic groups.

Section D. Regional Representation. For purposes of nominations, there shall be three regions: East, Central, and West....For copies of states within each region, call the NABE Office. ●

NABE NEWS BOOK REVIEWS

Column Editor: Dr. Beti Leone, Fresno Unified School District, Fresno, CA

Tale of Cambodian Immigration Compelling

REVIEW BY THONG SATHAPHAN AND BRENDA BETTS

Criddle, Joan D. and Teeda Butt Mam. (1999). *To Destroy You Is No Loss: The Odyssey of a Cambodian Family*. Dixon, CA: East/West Bridge Publishing House. 1987. ISBN 0-9632205-1-9.

To Destroy You Is No Loss, is a compelling, true story about the odyssey of Teeda and her family during 1975, when the Khmer Rouge took over Phnom Penh, the capital of Cambodia. This informative book is important because it reveals the truth about the Cambodian people's experiences during this terrifying and chaotic time and their subsequent need to immigrate to the United States. When students and teachers understand the unbearable conditions in Cambodia, they will better understand and appreciate the challenges and perspectives of all immigrant groups. Instead of living in a country controlled by Communists and under the constant fear of death, Teeda and her family fled, along with millions of other Cambodian families, to find freedom and a more secure life for themselves and their families. Teeda's journey begins in the city of Phnom Penh and leads us through various Cambodian cities and Thai refugee camps, until she arrives in the United States.

There are many Cambodians living in the United States at this time, and most are involuntary immigrants. If they attempted to return to their homeland, they would be killed because the Communists invaded Cambodia after they took control of the government of South Vietnam. To foster understanding and empathy for the plight of the Cambodians and other immigrants, Americans need to understand why Cambodians were forced to evacuate their homeland and are not able to return.

Teeda's Story

When the Khmer Rouge took over Cambodia on April 17, 1975, the people of Cambodia rejoiced, not because they were cheering for the Communist party, but because the civil war was over. They assumed that peace would bring a stable government and prosperity. The Khmer Rouge established a new government called Angka Loeu. They urged educated men and women to step forward and help in the rebuilding of a new Cambodia. Many doctors, engineers, teachers, government officials, and other professionals stepped forward, but only to be executed by the Khmer Rouge. They made it clear that they did not like education because educated people were a threat to their control. Teeda's father, who used to be a government official under the rule of president Lon Nol, realized the danger of staying in Phnom Penh and decided to move his family to the countryside as quickly and secretly as possible.

When Teeda's family reached Prey Tortung, one of the Khmer Rouge soldiers recognized Teeda's father as a government official. That night they came and took Teeda's father away, so the family had to move from camp to camp without their father. They were always afraid and wondered if they would see their father again. The Khmer Rouge forced many people to work in the fields, using them like water buffalo. Teeda and her siblings were not used to working in the fields and found it difficult to adjust to the demanding labor. They had been raised in the city, where they had servants and attended school. To be educated had more value than to work in agriculture, but during the reign of Angka Loeu, education had no value. The Khmer Rouge burned books, computers, cars, and anything else that was related to technology. They believed that education was evil and that everybody should work in the fields in order to build a more equal and perfect society. Thus, everyone was forced to work in the fields if they wanted to eat.

Life Goes On

Teeda's family had no choice but to try and go on living their lives under the rule of Angka Loeu. Angka Loeu or the Khmer Rouge Republic, fed the people with slogans and lies, promising a better life for those that supported them. They gave the people of Cambodia just enough food to survive and made the people dependent on the Khmer Rouge. Like Teeda's family, the people went on living without protest because those that opposed the Khmer Rouge were executed. The Communists made it clear that killing people was no loss to the Khmer Rouge.

In the city of Khum Speu, Teeda married Tevi. They eventually grew accustomed to the harsh life in the country. They had no choice but to learn to live "the country way" because if the Khmer Rouge discovered that they were educated, they would have been treated harshly. Living under Angka Loeu's rules and restrictions was difficult, frightening, and tense. People were not allowed to speak their minds about their circumstances or the new government. Soon, the Khmer Rouge no longer provided food for the people, so many starved, and some died from infectious diseases. Many people attempted to escape to the borders of Thailand, where there were refugee camps because anything seemed better than living under the conditions of the Khmer Rouge.

Fleeing One's Country

Teeda and her family also fled, walking toward the Thai border. They traveled for days through the forests and the mountains. They witnessed many deaths along their journey and encountered many Khmer Rouge soldiers. Luckily they had charms and quick-witted speeches to help them escape from the Khmer Rouge persecution. They walked through mountainous terrain filled with land mines and traps set by the Khmer Rouge to get to the Thai border. After reaching the Thai border, they faced another obstacle. They had to figure out a way to cross the border without getting shot by the Thai soldiers. Many Cambodians gathered outside the Thai borders, waiting for an opportunity to cross into Thailand, but the Thai soldiers forced the people to turn back and return to Cambodia. Those that did not listen were shot. Some of the Cambodians who were forced back from Thailand stepped on land mines and faced death in a horrible way.

Teeda and her family did not give up. They were determined to cross that border even if it meant losing their lives. They decided to wait and find an opportunity to cross the border to Thailand, but food was running out and they thought that they would die of starvation waiting for a chance to get into the refugee camps. So they moved on and eventually stumbled upon a Vietnamese camp. Teeda and her family were surprised that the Vietnamese were willing to help the Cambodians. But some Chinese-Khmer (Cambodians) were not so fortunate because the Vietnamese hated the Chinese. Many Chinese-Khmer were left to starve and die. The Khmer Rouge government was an ally of China, so the Vietnamese were glad to help the Cambodians. With help from the Vietnamese, Teeda and her family made it into the refugee camps in Thailand.

The refugee camps were not comfortable, but they were better than living under Communist domination and intimidation. The camp provided food, shelter, and a short supply of medicine. The camp became home for many refugees. People visited neighbors and friends, played sports, and enjoyed each other's company. Many people waited for the day when they would be sponsored and have an opportunity to go to the United States, where people are free and opportunities are plentiful. Teeda and her family finally made it to the United States, thus ending their incredible odyssey.

My Own Story

Like many Cambodians in 1975, my family also had to flee Cambodia to escape from the Khmer Rouge. Fortunately, we lived in Battabong, a city near the Thai border. However, the escape was not an easy journey for anyone, including my family. My mother was six months pregnant with me, my oldest brother was nine years old, and my other brother was three years old so he had to be carried by my father. My family traveled with cousins and uncles through the forest and mountains. My cousin Boonmy was born on the trails to Thailand. My father said that many people traveled with him, but some died when they stepped on land mines and booby traps set by the Khmer Rouge. We were very fortunate that my father had connections with some of the Thai soldiers. My father was educated and could speak several languages, including Thai. Once we reached Thailand, we had no difficulty crossing the border. We stayed in one of the camps, while my father returned to Phnom Penh and joined the Cambodian army to fight against the Khmer Rouge. My father returned from the war after he was hit by a shell from a grenade. Shortly afterwards, we were sponsored and were taken to America.

I still have many memories of my stay at the camps. My brother would shoot down birds with his slingshot, and I would take the birds home so my dad could cook them for us. I also remember soldiers marching through the camps, and my brothers and I would follow them around. The refugee camp became like a village full of friends and family.

To Destroy You Is No Loss, is an excellent book because it reveals the truth about the Communist takover of Cambodia and the unfortunate consequences. The narrative is well written and interesting because Teeda describes everything that she encountered on her journey in detail. The story does not only tell about the odyssey of Teeda and her family, but it also tells about the experiences of many Cambodian families after the Communist party took control of Cambodia. Over two million Cambodians were brutally murdered in Cambodia. "To Destroy You Is No Loss" was not only a slogan of the Khmer Rouge, it was their attitude and their behavior towards anyone who disagreed with them. ○

Thong Sathaphan wrote this book review while enrolled in EDUC 4430: Crosscultural Techniques for Teachers: Language and Sociocultural Issues in School Settings, in the BCLAD credential program, Department of Teacher Education, California State University, Stanislaus. Brenda Betts, Ph.D. is a professor in the Department of Teacher Education, California State University, Stanislaus, where she teaches courses on successful ways of teaching culturally and linguistically diverse students in the public schools.

EMPLOYMENT OPPORTUNITY

The Department of Education, Graduate School of Education (http://www.education.ucsb.edu) invites applications for an Assistant Professor, Tenure Track opening in the area of Linguistic and Cultural Diversity in Pre-K-12 Education effective July 1, 2001. Candidates are sought with expertise in research and teaching for linguistically and culturally diverse students in one or more of the following areas: learning and acquisition of languages and literacy, schooling and instruction, education and language policy, and teacher preparation.

The successful candidate will instruct graduate level courses and seminars based on her or his areas of expertise. Courses and seminars will fulfill required and elective offerings across one or more of the following emphases: Child and Adolescent Development, Cultural Perspectives of Education, Educational Leadership and Organization, and Teaching and Learning. Participation in the Teacher Education Program, and in a new undergraduate minor program is also possible.

A Ph.D. in education or related disciplines must be completed prior to appointment. Application review will begin January 15, 2001 and continue until the position is filled. Applicants should submit a letter of application, current vitae, representative publications, and three letters of recommendation to:

Linguistic and Cultural Diversity Search committee
Department of Education
Graduate School of Education
University of California, Santa Barbara
Santa Barbara, CA 93106-9490

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ASIAN/PACIFIC AMERICAN EDUCATION CONCERNS

Column Editors: Dr. Ji-Mei Chang and Dr. Ward Shimizu
San Jose State University – San Jose, CA

A Synthesis of Current Literature to Support APA English Language Learners

WARD SHIMIZU, JENNIFER JAFFON LEE, AND JI-MEI CHANG

The Asian/Pacific American Education Concerns column is celebrating over five years in the *NABE News*. Over the past five years, the editors of the Asian/Pacific American Column have invited readers to submit articles about Asian/Pacific Americans (APA) on issues, particularly educational issues, related to increasing our knowledge base on APAs. The APA column will continue to serve as an open forum for discussing issues and concerns relevant to APAs. We want to thank all who have contributed to this column. We would also like to thank the NABE News Editor and the Board Members of NABE for their continuing support.

As we head into the new millennium, it is time to reflect on what we currently know about APA English language learners. Although, we have come a long way in increasing what we know about educating APA English language learners, we still lack in-depth information about low incidence APA language groups because of the diversity within APA groups. In light of the educational and language needs among recent APA immigrants and at-risk APA English language learners, we reviewed 16 chapters in three books on Asian-American education: *Prospects and Challenges* (Park & Chi, 1999); *Sociocultural Contexts of Language and Lliteracy* (Perez, 1998); and, *Integrating Language and Learning for Inclusion: An Asian/Pacific Focus* (Cheng, 1995). Given the diversity of the APA population, this synthesis is by no means an exhaustive review. We hope that this initial review will prompt more readers to submit articles that address and/or update our APA knowledge base across both high and low incidence APA language groups in schools.

The central goal of our review was to glean information from these APA authors to address the following two questions: (1) What do we know about APA English language learners and the challenges they face in learning English? (2) What can teachers do to support these APA English language learners to succeed in schools? This short paper was organized into two parts. In Part One, we highlighted the challenges experienced by the APA English language learner as presented by the authors. In Part Two, we summarized recommendations suggested by APA authors that will most likely benefit all English language learners, and which may even be more critical to APA low and high incidence language groups.

> *"We summarized recommendations suggested by APA authors that will most likely benefit all English Language learners, and which may be even more critical to APA low and high incidence groups."*

Selected English Language Challenges Facing APA English Language Learners

In this review, we included various challenges related to language and literacy that APA language groups experienced when learning English as mentioned by the authors. The APA groups presented by the authors included: Cambodian, Chamorro (Guam), Chinese, Filipino, Hawaiian, Hmong, Indian, Japanese, Korean, Samoan, and Vietnamese. Each article had a different focus , therefore some summaries in either section may be more in-depth than others. This review serves as an initial screening guide for educators and specialists to look more into the specific challenges faced by various APA language groups. Please note that much of the following was taken directly from the original chapters to avoid misrepresenting the authors.

Um (1999) and Wright (1999) indicated that **Cambodian** English language learners may have difficulties with pronunciation, grammar, learning vocabulary, spelling/writing, and the sociolinguistic aspects of English. Although Khmer (the national language of Cambodia) and English have many of the same consonant and vowel phonemes, Khmer lacks some of the vowel and consonant sounds found in English. Cambodian students may also have trouble with English articles (a, an, the) because they have no Khmer equivalents. Cambodian English language learners may have difficulties learning English verbs. In Khmer, verbs do not change in tense, but rather tense is made clear throughout the entire sentence. In contrast, most verbs in the English language change according to tense.

Thao (1999) indicated that **Hmong** may have difficulties with English pronunciation, morphology, word order, verb formation, and semantics. Since lexicons in Hmong do not take on the affixes, English morphology may be difficult for Hmong students. The Hmong language also lacks the grammatical genders found in English. As a result, beginning English learners may have trouble with words such as "waiter" and "waiteress." In addition, Hmong students may have problems using English verbs because Hmong verbs do not take on the various inflectional forms when indicating the tenses.

Dien (1996) suggested that many **Vietnamese** English language learners may have difficulties pronouncing some of the sounds in English. They may also have difficulties with verb tense, English syntax when forming questions, and using prepositions. Another important challenge facing Vietnamese English language learners is that Vietnamese lacks an immediate single translation of the dyad "I-You." Take for example, "He introduced himself as Bill." A Vietnamese speaker may say, "He was introduced me as Bill."

Chinese-Mandarin English language learners may have difficulties with consonant and vowel sounds, consonant clusters, ending sound in consonant, vowel digraphs, the schwa sound, and placing stress on appropriate syllables (Chi, 1999) and with word formation, syntax, and general discourse style (Chang, 1998). Furthermore, Chang (1998) stated that Chinese English language learners may also have difficulties in the following areas: using articles (i.e., the, an, a) properly because they are not used in the Chinese language; using "he" for "she" or vice versa in conversations since gender specific pronouns are not required for the Chinese spoken language; and demonstrate less consistency in using verb tense because the Chinese language does not follow the same rules as the English language regarding tense.

> *"Chi emphasized the importance of engaging students… within a meaningful context…to immerse them in a rich bath of language."*

Galang (1999) suggests that **Filipinos** may have difficulties pronouncing certain consonant clusters (e.g., sk, st) or other sounds in English. The Filipino language has many words borrowed from the English language. The borrowed words may have been respelled to fit the Filipino alphabet which may pose spelling problems for Filipino English language learners. Galang also suggests that Filipinos may experience difficulties with English grammar, vocabulary, and writing. In addition, in Filipino the syntax (i.e., predicate/comment followed by subject/topic) is the reverse of the word order in English (i.e., subject followed by predicate).

Shekar & Hedge (1995) suggested that **Indian** English language learners may have some difficulties with English syntax. In addition, the Indian languages lack definite and indefinite articles, hence Indian English language learners may experience difficulties using articles (e.g., the, a, an).

Cheng, Nakasato, & Wallace, (1995) suggested that **Samoans** may have difficulties with English phonology, lexicon and syntax. Samoan words always end in a vowel, and Samoan words often have multiple vowel combinations. Based on Samoan vowel word endings and the repertoire of phonemes and the vowel-oriented nature of the Samoan language, it might be expected that a native Samoan can encounter challenges when speaking English. In the Samoan language, syntax is subject to context which also makes learning English difficult for many Samoans.

Japanese English language learners may have problems with English pronunciation, word recognition/spelling, and grammar. Since Japanese lacks articles, Japanese students may also have trouble with the definite and indefinite articles found in English. They may also experience difficulties with oral and written discourse and the general usage patterns of the English language. (Whitenack & Kikunaga. 1999). Understanding spoken English can be difficult for native speakers of Japanese because words like "lap" and "rap" are likely to sound the same to Japanese students' ears.

Korean learners are likely to have some difficulties in phonology, lexicon, word order, and in sociolinguistic aspects (Chu, 1999). For example, Korean students may have trouble differentiating between the sounds of "p" and "f" because the Korean language lacks these sounds. There are some Korean words that have more than one English equivalent. The Korean verb that means "eat" is also used in the sense of "drink" or "smoke." This can lead to Koreans generating English phrases such as, "eat a cigarette" or "eat water."

How Can Teachers Help APA English Language Learners Succeed in School?

When addressing family attitude towards teachers and schools, APA groups as a whole value teachers' personal and professional knowledge about schooling. Hence, teachers play an important role in supporting APA English language learners' success in school. In this part of the paper, we have highlighted the APA authors' recommendations intended to facilitate APA students' language and literacy development. To avoid misrepresenting the authors' suggestions, we adhered to their original statements as much as possible. Together, these authors' recommendations may indeed help our teachers become effective cross-cultural communicators and enhance the internationalization of our teaching force in this rapidly developing global village.

General Strategies and APA Cultural Awareness

Dien (1998) stated that teachers can help all learners when they practice an attitude of openness, make each contact with a new culture a personal and enjoyable experience for themselves and their students, give encouraging remarks to students, and finally teachers should be life-long learners. Chang (1998) stressed that teachers can help students when they believe that all children can learn. Furthermore, Chang emphasizes that teachers can utilize parents as resources, particularly by integrating the student's home-language and home resources to enhance school-learning. Cheng (1999) recommended that teachers should not make assumptions about what students know or do not know. Teachers need to anticipate their students' needs and the challenges they may face, as well as to expect frustration and possible misunderstandings. Finally, Cheng recommended that teachers nurture the development of a bicultural identity among their English language learners.

Chi (1999) recommended that teachers adopt a variety of instructional approaches and flexible groupings to meet students' needs. She emphasized the importance of engaging students in all language and literacy processes within a meaningful context, that is, immerse them in a "rich bath of language." She suggested giving students opportunities to respond to learning activities in a variety of ways. Wright (1999) suggested that teachers read aloud to children several times a day from various genres, especially nonfiction, find ways to help students acquire books and other reading materials for home, and implement a strong, distinct English language development program. Park (1999) suggested that teachers incorporate their knowledge about Korean students' culture into instruction and other educational services and to take these students' cultural perspective when attempting to interpret their behaviors. She also highlighted the need for teachers to act as community liaisons and provide orientations about the community to students and to get parents actively involved in their child's school education.

Nishida (1999) suggested that in order to make a student's transition successful, teachers may benefit from learning about the cultural and social differences of Japanese learners. Whitenack and Kikunaga (1999) suggested that it helps when teachers understand that student errors are due to differences between the Japanese and English languages, and not due to deficiency on the student's part. Encouraging students to read may increase a student's vocabulary. In addition, teachers must keep in mind that Japanese students are more likely to distinguish between similar sounding words when visual representations accompany the text.

Vang (1999) stated that teachers must try to include a variety of teaching strategies when working with Hmong students, such as matching their own teaching styles with the preferred learning styles of Hmong English language learners. Being sensitive to Hmong culture is critical. For example, Hmong students may often be silent in the classroom. They may not ask many questions, so they will not be perceived as being dumb. In addition, showing off one's knowledge is discouraged in the Hmong culture. When teachers learn more about the Hmong culture, they are more likely to reach out to Hmong students effectively. Cheng, Nakasato, and Wallace (1995) also stated the importance for teachers to be culturally sensitive and highly attuned to unique variations from community to community. Cheng, Nakasato, and Wallace also suggested that Chamorros may need role models from their own culture.

Strategies that Encourage Participation and Communication

Chi (1999) stated that supportive conversations are one way to enhance students' second-language competence. Teachers may model the language and use concrete materials; whenever feasible, teachers can encourage students to speak in full sentences, and help them make their statements more descriptive and interesting. Teachers may also exaggerate intonation to highlight the features through supportive conversations. Dien (1998) stated that to reduce Vietnamese learners' anxiety in the classroom, teachers may offer personalized, affectionate, and motivating relationships through peer-group discussions as a way to encourage Vietnamese children to participate. She suggested that Vietnamese children may be comfortable with small group discussion and one-on-one communication with adult, peer, or teacher. She also suggested that it is a good idea to adopt the autocratic models of teaching because Vietnamese students need to be presented with structures and formulas first before expressing themselves. Litton (1999) stated that when encouraging and eliciting student responses, teachers must engage students rather than talk down to them. Teachers must also make the rules of the classroom explicit and help students by allowing them to demonstrate their understanding of subject matter through nonverbal means.

Park (1999) reminded teachers that many Korean English language learners may dislike group learning because they were not exposed to such instructional activities in their home country prior to immigration. Hence, teachers may consider minimizing the use of small group activities, especially during the initial adjustment period to the American classroom. Both Cheng (1999) and Park (1999) highlighted the need for teachers to encourage APA students to participate in extra-curricular activities. This may also be a way to facilitate their transition into the mainstream culture. Authors Cheng (1999) and Whitenack and Kikunaga, (1999) suggested that role playing may be a means of guiding APA students through a transitional period or to help them solve problems in a non-threatening environment. Furthermore, Cheng, Nakasato and Wallace (1995) emphasized the importance of involving APA students in purposeful communicative interactions that promote the use of language. Park (1999) suggested that teachers provide Korean students with more hands-on learning activities, as well as experiential and interactive learning activities that require total physical involvement.

Strategies for Facilitating APA's Reading and Writing Development

Whitenack and Kikunaga (1999) suggested that teachers provide opportunities for students to constantly check their own writing in order to self-correct their mistakes. Peer editing or pairing Japanese students with native English speakers may help them develop writing proficiency. Chi (1999) suggested that it is preferable to teach English grammar while revising both content and form. She also suggested that teachers provide a physical classroom that is language and print-rich in both English and Chinese. Dien (1998) stressed the importance of reading for information seeking and the development of creativity for Vietnamese English language learners. She also indicated the need for teachers to show these learners a variety of good writing samples.

Chang (1998) introduced English writing strategies to help Chinese English language learners with English syntax. One useful strategy is to teach these learners how to use a semicolon. This strategy helps them avoid using run-on sentences and helps them overcome the transferring of the Chinese sentence structure to the English sentence structure. Using webbing or concept mapping may help Chinese-speaking learners organize their thought patterns while composing an English essay. It is also important for these English language learners to have frequent models and support through both process- and textual-oriented instruction to build their English written expression. Explaining the scoring rubric beforehand will help them focus on the organization of written expression as well.

Next Steps

In this paper, we presented some selected profiles of APA English language learners and summarized some of the effective strategies as recommended by the authors. We hope the information is beneficial for teachers with regards to some commonalities and differences among APA English language learners. As stated earlier, this is not a comprehensive review; rather, this is the initial effort of this column. We hope that through this review, readers will examine current literature focusing on supporting APA learners in schools. We also hope that this review will encourage readers to review and submit informative and interesting articles in the future.

To support APA English language learners, it is critical to consider their life beyond the classroom because many of them may have little or no contact with mainstream cultural groups. Chang (1998) highlighted the needs for teachers to generate the optimal learning environments across home, school, and community; Cheng emphasized the need to work with individual parents and with the PTA to support the family and students. Dien (1998) suggested that teachers make assignments relevant to social contexts and tailored to these English language learners' ages and family needs. The following strategies are likely to be relevant to all APA language groups, particularly to those low incidence language group. Litton (1999) indicated that having role models is very important to Filipino learners, and the mere presence of a Filipino teacher can be empowering to these students. Wright (1999) suggested using bilingual aides to preview and review lessons and stories in Khmer and acquiring Khmer language materials for use in instruction and learning. It is most desirable, indeed for teachers to become familiar with the similarities and differences between Khmer and English to better understand potential difficulties for Cambodian students learning English. ●

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(continued on page 38)

Majority of U.S. Asians and Pacific Islanders Are Foreign Born

DOROTHY WAGGONER

Reflecting the large number of Asians who immigrated during the second half of the twentieth century, three in five Asians and Pacific Islanders—6 million out of 10 million—were born abroad. They are the only racial/ethnic group the majority of whom are newcomers. Only about 38% of Hispanics were born in other countries. In their case, recent immigration of people from Spanish-speaking countries has added to the already substantial population of native-born people with Hispanic backgrounds.

The estimated numbers of people in the various racial/ethnic groups by nativity and the percentages who were born in other countries from *Current Population Report* P. 23-195 are shown in the table. ●

ESTIMATED U.S. POPULATION AND PERCENTAGE OF FOREIGN BORN, BY NATIVITY AND RACIAL/ETHNIC GROUP, 1997

Racial/ethnic group	Total	Native-born	Foreign-born	%
Total	266,792	241,014	25,779	9.7
African American	33,293	31,598	1,695	5.1
American Indian/Alaska Native	2,100	2,033	67	3.2
Asian/Pacific Islander	9,905	3,886	6,019	60.8
Hispanic	29,703	18,311	11,393	38.4
White	191,791	185,186	6,604	3.4

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Immigrant Students' Right to Attend Public Schools

The National Coalition for Students (NCAS) launched its annual School Opening Alert Campaign to reaffirm the legal rights of all children who reside in the United States to attend public schools, regardless of immigration status. This information is available in English, Spanish, Haitian Creole, Portuguese, Vietnamese, and Hmong by contacting NCAS at 1-800-441-7192 or online at **www.ncas1.org.alert.htm**.

SCHOOL ALERT

In 1982, the U.S. Supreme Court ruled in *Plyler v. Doe* [457 U.S. 202 (1982)] that undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents. Like other children, undocumented students are required under state laws to attend school until they reach a legally mandated age. As a result of the *Plyler* ruling, public schools may not:

- deny admission to a student during initial enrollment or at any other time on the basis of undocumented status;
- treat a student differently to verify residency;
- engage in any practices to "chill" or hinder the right of access to school;
- require students or parents to disclose or document their immigration status;
- make inquiries of students or parents that may expose their undocumented status; or
- require social security numbers from all students as a condition of admission to school, as this may expose undocumented status.

Students without social security numbers should be assigned a number generated by the school. Adults without social security numbers who are applying for a free lunch and/or breakfast program for a student need only state on the application that they do not have a social security number.

Recent changes in the F-1 (Student) Visa Program do not change the *Plyler* rights of undocumented children. These changes apply only to students who apply for a student visa from outside the U.S. and are currently in the U.S. on an F-1 visa.

Also, the Family Educational Rights and Privacy Act (FERPA) prohibits schools from providing any outside agency — including the Immigration and Naturalization Service — with any information from a child's school file that would expose the student's undocumented status without first getting permission from the student's parents. The only exception is if an agency gets a court order — known as a subpoena — that parents can then challenge. Schools should note that even requesting such permission from parents might act to "chill" a student's *Plyler* rights.

Finally, school personnel — especially building principals and those involved with student intake activities — should be aware that they have no legal obligation to enforce U.S. immigration laws. ○

For more information or to report incidents of school exclusion or delay, call:

NCAS 100 Boylston Street Suite 737 Boston, MA 02116	Nationwide	1-800-441-7192	English / French / German / Spanish
META	Nationwide	1-617-628-2226	English / Spanish
META	West Coast	1-415-546-6382	English
NY Immigration Hotline	Nationwide	1-718-899-4000	English / Chinese / French / Haitian Creole / Hindi / Japanese / Korean / Polish / Russian / Spanish / Urdu
MALDEF - Los Angeles	Southwest / Southeast	1-213-629-2512	English / Spanish
MALDEF - San Francisco	Northwest	1-415-546-6382	English / Spanish
MALDEF - Chicago	Illinois	1-312-782-1422	English / Spanish
MALDEF - San Antonio	Southwest	1-210-224-5476	English / Spanish
Florida Parent Hotline	Florida	1-800-206-8956	English / Spanish / Haitian Creole

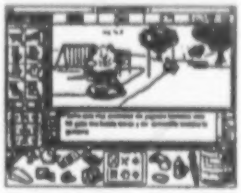
Resources for Bilingual Educators

Software from Computer Curriculum Corporation

Computer Curriculum Corporation software provides a variety of multimedia courses for educators using bilingual and ESL approaches to language acquisition. These courses provide a repertoire of teaching tools that enable educators to make instructional decisions and choices that supplement and enrich their language acquisition programs.

¡Vamos
a leer!

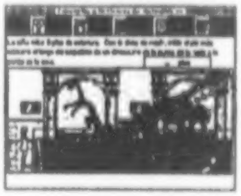
Vamos a leer! ™
(Kindergarten-Grade 2)
Designed to supplement a classroom Spanish acquisition program, VAL provides Spanish literature and literacy for young learners. Children hear literature selections; learn story vocabulary; record and listen to their responses; respond to phonics, vocabulary, and comprehension activities; and enjoy a multimedia approach to reading and writing that includes authentic music and delightful animations.



Spanish Story Painter™
(Grades 1- 3)
A Spanish drawing and writing tool for primary bilingual students that delights the senses and encourages writing. As students read, record, listen to, and share their stories, they start down the road to writing success.

The Tortoise & the Hare

Discover English™
(Kindergarten-Grade 2)
Discover English, an ESL course for young learners, opens the door to English language acquisition as students are actively involved in listening, speaking, reading along, and writing activities from a wide variety of themes, multicultural literature selections, and activities.



Math Concepts and Skills, Spanish™
(Kindergarten-Grade 8)
Math Concepts and Skills Spanish is a comprehensive course that provides highly interactive practice and reinforcement in elementary mathematics foundations.

First Adventures Bookshelf,™ Spanish Titles
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Bridges across the World(a Multicultural Songfest). This compact disk is accompanied by a 60-page book that includes lyrics, a language appendix and bibliographies. It is a collection of 30 original and traditional multicultural songs with focus on valuing diversity, richness of traditional folksongs, and learning words in different languages through song. The compact disk includes 30 songs. Fifteen songs are Sarah Barchas originals, one song is a Raffi original and 14 songs are traditional folksongs. The target audience includes grades K-6 & above. The cost of the book with cassette is $14.98 (ISBN: 1-889686-13-1) and $16.98 for the compact disc with book (ISBN: 1-889686-14-X).

Center for Research on Education, Diversity & Excellence (CREDE) Reports

The following reports are available for $5.00 (plus 1096 shipping) from CAL/Crede, 4646 40th Street NW, Washington, DC 20016. For more information contact crede@cal.org or call 202-362-0700. Telephone, e-mail, or credit card orders are not accepted.

Collaborative Practices in Bilingual Cooperative Learning Classrooms, written by John Gumperz, Jenny Cook-Gumperz, & Margaret Szymanski, UC Santa Barbara. "In cooperative learning environments, small groups of students work together to accomplish specific tasks and teachers act as facilitators. What happens when students are left alone to work on classroom tasks? This report examines the role that everyday informal conversation among students plays in cooperative learning situations in monolingual and bilingual classrooms." (RR7)

The Sheltered Instruction Observation Protocol: A Tool For Teacher-Research Collaboration and Professional Development, written by Deborah J. Short and Jana Echevarria. " This report describes a research-based model of sheltered instruction, an approach where teachers use specific strategies to teach content curriculum (e.g., social studies or math) to English language learners while promoting their English language development. The report presents the Sheltered Instruction Observation Protocol, which operationalizes the model and is used by teachers to plan sheltered lessons and researchers to measure implementation of the model. The collaborative role of teachers and researchers in developing this model is explained."

NEWS FROM NABE'S SIGS

Column Editor: Dr. Alicia Sosa

Teachers' Learning Communities for Highly Diverse Classrooms

MARGARITA CALDERÓN, CRESPAR, JOHNS HOPKINS UNIVERSITY

The following is a synopsis of a paper presented at the American Educational Research Association (AERA) in April, 2000, in New Orleans, Louisiana. It is organized around several questions that reflect observations made and lessons learned from working with Teacher Learning Communities (TLCs) in culturally and linguistically diverse classrooms over the course of many years.

How have changes in student populations affected the schools?

When a whole school participates in reform processes or reform models, teachers have an opportunity to create success for students and themselves or to choose to sustain the status quo. It is often stated that school reform initiatives have the potential to create a context for teachers to learn if the right collegial support systems exist within the school (Goodlad, 1984; Tharp & Gallimore, 1988; Joyce, Showers & Weil, 1992; Darling-Hammond, 1996; Hargreaves, 1997; Fullan, 1997).

However, increased diversity among school faculties is turning collegial processes into quite complex and oftentimes superficial endeavors. Models of school reform rarely take diversity into consideration. It becomes very difficult to get to the heart and equity of reform when the teachers espouse different instructional philosophies and beliefs about students or come from different sociocultural and linguistic backgrounds. Profound learning and profound changes become a collective threat.

What are the professional development practices that have a positive impact on teachers and their culturally and linguistically diverse students?

The higher the student and teacher diversity in a school, the more time that needs to be allocated to professional development. Teachers need new kinds of skills and knowledge necessary to teach in today's classrooms. They need profound knowledge of the students' sociocultural background and talents, and an ample repertoire of instructional strategies that meet diverse needs and high academic standards simultaneously. From our studies during the past ten years, we have found that this tremendous undertaking implies more time and resources invested in teachers' year-long learning. It also implies creating safe contexts where teachers can take risks, build relationships outside their comfort zone, and become centered on their students' learning.

The teachers in our studies began calling these contexts Teachers' Learning Communities (TLCs). TLCs create opportunities for teachers to transform themselves and their school to meet the needs of the diverse students they serve. TLCs are contexts where teachers co-construct knowledge and meaning from their craft as they attempt to learn more about instruction, implement reform models, develop new curriculum, learn new assessment processes or create a schooling innovation from scratch (Calderón, 1991, 1999, 2000).

After an initial comprehensive inservice training, teachers typically meet once a week for 45 to 90 minutes within school time, on early-release days, or after school. Teachers combine structured-planned activities with improvised topics, problem-solving, sharing and celebrating. In TLCs each individual member contributes his/her talents, resources, and shares in the decision-making. It is a collaborative process of learning, experimenting, and questioning. These contexts help teachers develop nurturing relationships by moving from isolation and self-centeredness as they reach out to others experiencing the same dilemmas. They are particularly effective for dealing with whole-school reform efforts where minority and majority teachers need to work together for the first time.

What was the background for the study?

In a former study, TLCs had been implemented in 7 experimental and control schools with transitional bilingual programs, yielding significant results in student academic achievement and

Table 1: Relationship of TLC quality and Two-Way Programs

School A = high SES; low-level implementation of TLCs; average student results; program dissipated the year after the study.

School B = low SES; low-level implementation of TLCs; low student results; program dissipated the year after the study.

School C = mid SES; high-level implementation of TLCs, high student results; program continues.

School D = low SES; high-level implementation of TLCs; high student results; program continues.

teachers' professional development (Calderón, 1991). Building on this study, the current quantitative and qualitative four-year study was conducted in four two-way immersion schools. These schools were selected because of the complexity of the innovation and the challenges teachers would face in creating these new programs.

Findings indicated that student test results correlated with the intensity, frequency and activity structure of the TLCs. The quality and frequency of the TLCs also related to the quality and engendering of the two-way immersion program.

How do teachers describe their experiences in TLCs?

Responses to various teacher interviews and surveys indicated teachers perceptions and evaluations of TLCs. Responses included:

- A talent development model of professional development
- Teachers become ethnographers and peer coaches
- Significant collegial relationships with peers
- An inquiry process
- A mechanism to cope with all these changes
- A sense of belonging for teachers
- Opportunities to learn together
- Shared responsibility
- Friendly feedback for everyone
- A place for creativity and invention
- Mutual support
- A pedagogy of caring
- A place where a teacher's voice is heard and valued.

What have we learned from the study of TLCs?

TLCs are situated models and must be constructed by each school. They must be culturally sensitive and account for the multiple ways participants co-construct the context, activities and their shared language. They are powerful focal points for transformation when continuous learning is occurring. They can also get bogged down with logistics, schedules, negative conversation or superficial tasks. One of the schools allocated time during the workday, but the meetings were not structured to be productive. Another school did not schedule the TLCs and did not encourage teachers to attend. The two that persisted adhered to the following principles:

- Learn to conduct classroom ethnographies
- Exchange cultural histories through writing of autobiographies, writings of reflection, story telling.
- Study journal articles
- Analyze student products and data
- Solve problems of implementation
- Celebrate student and teacher successes

What are the advantages of whole-school two-way immersion reform models?

- All teachers are equal – mainstream and bilingual
- When all teachers participate in such a school, there are richer discussions and multiple perspectives
- Mainstream and bilingual/ESL teachers learn together and from each other
- Teachers feel empowered when they see student results and when they help each other succeed.

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Required: Doctorate or ABD with doctorate in hand by August 2001, in TESL/TEFL, Applied Linguistics, or related field, or in Linguistics with demonstrated commitment to TESL/TEFL as the primary field of study; and ESL/EFL teaching experience. **Desirable:** Experience in teacher training and supervision and service to schools, community and professional organizations serving ELLs. **Also desirable:** Scholarly work and specialization in one or more of the following areas of the specified field: methodology and/or special education in public school settings; media for teaching; adult and community-based programs; assessment and standards; ESL in bilingual education; methodology and contexts for EFL; materials writing; L2 literacy; and SLA. Faculty member will teach undergraduate and graduate courses in methodology, research and linguistics and will advise TESL graduate students and serve on the TESL Committee. Faculty member may also be expected to teach courses in freshman composition (or ESL composition) as assigned by the chair. Finalists must demonstrate effective teaching during on-campus interview. Send letter of interest, curriculum vitae, three letters of recommendation, and graduate transcripts to: Dr. C. Ruth Sabol, Chair, Department of English, West Chester University, West Chester PA 19383-2124. Review of applications begins November 15, 2000 until position is filled. Salary and benefits very competitive. Visit our web site at http://www.wcupa.edu.

MEETING THE CHALLENGE

(continued from Page 9)

to develop better diagnostic strategies to establish special needs so that target services can be provided.

School administrators and teachers must develop realistic models of parental involvement (Suárez-Orozco & Suárez-Orozco, in press). They should recognize that the majority of immigrant parents highly value the educational opportunities afforded their children. However, several factors influence immigrant parent's active involvement in their children's schools. First, it should be recognized that the American premise that 'good' parents are active in advocating for their children in schools may run counter to the cultural values of many immigrant parents. In many places in the world, teachers are deeply respected and deferred to in matters of education. Further, many immigrant parents do not have the flexibility of work hours required to attend meetings at schools. It should also be recognized that immigrant homes often do not have the resources that are required for many complex homework assignments—computers, Internet access, parental English skills and even simply parental time. Homework assignments should be designed in such a way that students who do not have such resources will not be penalized.

The challenge that all schools encountering immigrant students face is that of providing interesting and challenging curriculum while children are in the process of acquiring English language skills. Information must be provided multimodally in order to scaffold on all the children's available linguistic and cultural resources. Every effort must be made to foster robust learning environment that maintain high expectations. To be successful, this environment must take place in the context of supportive relationships between teachers and their students, between teachers and parents, and between students from a variety of backgrounds. Such robust learning communities must recognize diversity as a resource for learning rather than a problem to be eliminated. Every effort must be made to embrace immigrant students' high hopes and energies. In such environments immigrant students will thrive and become productive members of their new society. ●

Carola Suárez-Orozco is the co-director of the Harvard Immigration Project. She is also a Senior Research Associate & Lecturer in Human Development and Psychology at the Harvard Graduate School of Education. She (along with Marcelo Suárez-Orozco) co-authored Transformations: Migration, Family Life, and Achievement Motivation Among Latino Adolescents. *They are also the authors of Harvard University Press' forthcoming* Children of Immigration *and the co-editors (with Desirée Qin-Hillard) of the forthcoming six volume series on 'The New Immigration' for Garland Press.*

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Notes

1. This project is funded by the National Science Foundation, the W.T. Grant Foundation, and the Spencer Foundation. For more detailed information, see **www.gse.harvard.edu/~hip/**

NABE NEWS
is now accepting
submissions for its March/April
issue on Literacy.
For full details, see page 39.

Call for Papers

Bilingual Research Journal

Special Issue: Highlighting Success in Bilingual Education

Guest Editors: Maria Estela Brisk, Liliana Minaya-Rowe, and Maria Torres-Guzmán

Statement of Purpose

In the increasingly global and ethnically diverse society we find ourselves immersed at the turn of the century, few question either the value of testing as the way to measure academic achievement or the need to go beyond test scores as a measure of educational success. Recognizing and encouraging the diversity of our multi-linguistic populace is often overlooked in defining educational "success." Some schools, however, have embraced both the challenges of achieving academic success as well as using English and another language for instruction. The purpose of this special edition of the *Bilingual Research Journal* is to recognize flourishing bilingual education programs and to highlight their achievements for the purpose of informing the educational and academic community. Therefore, this call for papers is geared toward research studies on successful bilingual programs/schools representing different models. Papers may examine the areas of curriculum, instruction, student outcomes, school or program outcomes, and community response to the school/program.

Topics

This issue will highlight feature research articles exhibiting the following content:

A. Case studies of successful bilingual programs/schools
B. Administrative perspectives on achieving/maintaining successful bilingual programs/schools
C. Criterion for defining bilingual educational success

In addition, the issue will feature shorter manuscripts that contain the following:

A. Personal narratives detailing experiences with bilingual education programs
B. Parental perspectives/experiences with bilingual programs
C. Bilingual program descriptions

Finally, the issue welcomes relevant book reviews.

Submission Guidelines

The guest editors request that manuscripts submitted as feature articles be a maximum of 30 computer-produced pages, double spaced, in 12 point type, using 8.5 by 11 inch paper, with one inch margins all around. Manuscripts for other sections may be shorter. Authors must follow the style manual of the American Psychological Association (4th edition), submit a title page, and on a separate page, a one paragraph abstract. The full name of the author(s), physical and e-mail address, and telephone and fax numbers must appear only on the title page.

Deadlines

The closing date for receipt of manuscripts is **February 1, 2001**. Generally, submissions are based on original work that has not been previously published. On an exceptional basis, contributions of high merit, interest, or significance may be reprinted at the discretion of the editors. All submissions will be peer reviewed.

Send manuscripts directly to:
Maria Estela Brisk, Professor
Lynch School of Education • Boston College
140 Commonwealth Ave. • Chestnut Hill, MA 02467
Fax: 617-552-1840 • Email: brisk@bc.edu

BEYOND THE CLASSROOM COMMUNITY

(continued from Page 17)

students as they transition into the English language and local culture. The Monterrey teachers have provided invaluable support to local teachers in helping to establish appropriate methodologies and instructional programs. They provide vital communication to families and serve as role models to students within their own culture.

The community, through The Georgia Project, has instigated a Summer Institute. This program gives Dalton teachers an opportunity to travel to Monterrey, Mexico to study the Mexican culture and Spanish language. Through this experience, they also learn about language acquisition and specific ways to tailor instruction to meet the needs of English language learners. This experience has sensitized staff members regarding cultural issues and has equipped teachers with confidence that they are prepared to educate diverse students.

High Student Performance

Roan School continues to document success, as evidenced through rising standardized test scores, while recent demographic data reveal that over 80% of its students are of Hispanic descent and 82 % receive free/reduced price meals. A significant reason for this progress is that currently 29 of Roan's staff members are bilingual, which provides greater communication to Roan's Hispanic students and their families. I believe that Roan School's success is attributed to site-based and central office administrators who are committed to providing a quality education to all students, and who welcome students' culture and language into the learning environment.

Teachers feel vast support that encourages them to strive for excellence. When I began my teaching career, I felt isolated in my classroom and believed that it was my sole responsibility to meet my students' needs. Currently, I am supported by an entire community. This community consists of both school-based and central office administrators, in conjunction with local business and industry leaders. However, in our unique context, "community" transcends our city in northwest Georgia, and extends to Mexico where educators are working to support our local educational efforts. In essence, Dalton has become a global community that is preparing all students for their future in our global society. ✪

Dr. Amy Haynes currently teaches First Grade at Roan School in Dalton, Georgia. She serves as Chair, The Georgia Project's Teacher Advisory Committee. She also serves as an adjunct professor in Curriculum and Instruction for the State University of West Georgia.

RESOLUTIONS REQUESTED

Resolutions to be considered at the NABE General Membership Meeting on Saturday, February 24th, 2001, during the 30th Annual International Bilingual/ Multicultural Education Conference in Phoenix, Arizona should be submitted in advance to: Chair of the NABE Resolutions Committee. NABE procedures state that "the Maker and the person providing the Second signature of the proposed resolution must be NABE members in good standing." The 2001 Resolutions Committee, "composed of the appointed chair and a representative from each affiliate in good standing" will be considering resolutions for presentation to delegates at the General Membership Meeting. Approved resolutions (that pass) will be forwarded to the NABE Board of Directors for their consideration for action. All members and affiliates wishing to submit resolutions should follow the format presented below and either mail to the NABE office by February 1, 2001 or bring them to the NABE Conference Office in the Phoenix Civic Plaza Convention Center before 5:00 p.m. on Wednesday, February, 21, 2001.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION – 2001 RESOLUTIONS

Mr. Chairman, I/we wish to submit the following resolution:

Whereas: ______________________________

____

Be it resolved that: ______________________________

____

Rationale: ______________________________

____

Submitted by: ____________________ Seconded by: ____________________

Name: ____________________ Telephone: ____________________

Address: ______________________________

City: ____________________ State: ____________ Zip: ____________

Note: Copies of this form are to be brought to the NABE Conference Office in the Phoenix Convention Center by February 21, 2001 or mailed, postmarked no later than February 1, 2001 to: **Chair, Resolutions Committee or Delia Pompa, Executive Director, NABE, 1030 15th Street, N.W., Suite 470, Washington, D.C. 20005-1503**

(For NABE Official Use Only)

Resolution No.__________ ☐ Approved ☐ Disapproved, Reason: ____________________

Amendment Needed for Re-editing? ☐ Yes ☐ No

NABE Membership Action: ☐ Carried ☐ Failed Date ____________________

What is a Resolution? Why Are Resolutions Important?

A resolution is a recommendation from the membership that the Board take action to address a critical issue that affects the bilingual education profession. Some examples of past or possible resolutions include addressing issues such as the critical bilingual teacher shortage, full funding for Head Start, or counting student credit hours for ESL courses taken. The maker or the person providing a second (signature) of a resolution should make plans to attend the Annual General Membership Meeting and speak in favor of their resolution.

Resolutions are important. They serve as a vehicle for members' concerns to be heard and addressed. Resolutions serve an advisory role. They recommend issues to the Board for their consideration and do not mandate specific action. The Board assumes responsibility for deciding on the appropriate action. The Secretary reports the action taken by the Board of Directors at the General Membership Meeting held the following year.

Resolutions that reach approval from the Membership (represented by Delegates at the General Membership Meeting) send a strong message to the NABE Board of Directors that they must act in a manner that reflects this important issue in the field. Action by the NABE Board (a vote, a letter, a change in organizational structure or other) similarly sends messages to the Membership, our constituents, and/or policy-makers that the Association has taken a particular stance toward a critical issue. Use your membership privilege by participating in these forums.

ASIAN/PACIFIC AMERICAN COLUMN

(continued from Page 30)

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EDUCATING ELLS IN RURAL AREAS

(continued from Page 13)

foreign exchange student. They were totally unprepared and, even though the Spanish teacher agreed to help whenever she could, it was clear that Maricela was going to be on her own.

I put the word out to local community members and agencies, and a retired teacher responded that she would like to help. This teacher quickly bonded with Maricela and agreed to see her for at least an hour each day. This special individual gave Maricela the start she needed while the school scrambled to go through the process of making their case to the school board to hire more personnel. It turned out that Maricela and her volunteer teacher became great friends and Maricela's family frequently invited the teacher over to partake of mom's special "*mole*" (a chicken dish with a special, rich sauce), long after their daughter was holding her own in English. Maricela graduated from high school within four years. At her graduation party she gave much of the credit to the woman who had given her so much support and encouragement when she needed it most.

Expecting Success

The one element that all of these examples of best practices have in common is that they do not allow for any option but success. The district leader expected to be successful when she set about devising a coherent plan for serving their district ELLs. The school principals expected to engender successful outcomes by communicating to their staff members, students and parents that taking time to learn about each other and working together they could become a true community of learners. State and federal government agencies expect students to be successful by holding schools more accountable for teaching and learning. And the volunteer tutor believed in Maricela and expected that she would graduate in four years.

Educators in rural areas have tremendous challenges as they strive to meet the needs of their language minority students. With optimistic leadership, well-trained teachers, and informed parents who all share an expectation of success, the students are likely to realize their potential. Every community, no matter how isolated, has creative people and helpful resources that can improve the quality of education for English language learners. A small success can be a start—and each success breeds other successes. Failure must not be an option for any student. ●

Pamela Wrigley has worked as a teacher and bilingual resource specialist with a variety of ESL and Migrant Education programs for 14 years. She is presently a senior education specialist and provides technical assistance to schools and districts through the Eastern Stream Center on Resources and Training (ESCORT). Please direct any comments or feedback to pgwrig@worldnet.att.net

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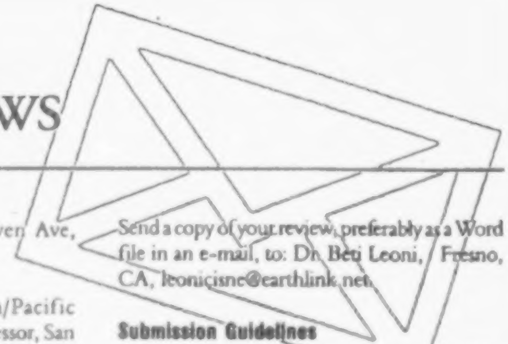
Guidelines for Article Submission to NABE NEWS



General Editorial Policies

The *NABE News* is published six times a year on a bi-monthly basis. We seek previously unpublished articles. Articles should focus on the theory, research and/or practice of implementing quality bilingual education programs, including dual language programs. NABE invites manuscripts on a wide-range of topics related to support structures for these programs—from funding issues, parental involvement, staff development, curriculum and instruction to legislative agendas, state initiatives, staff hiring/retention and personal reflections—that advance the knowledge and practice in the field.

NABE News prefers a reader-friendly style of writing that resonates well with community groups, parents, legislators, and especially classroom teachers. Contributors should include reference to a theoretical base and cite related research, but the article should contain practical ideas or implications for practice.

Types of Articles

Feature Articles: A feature article should address the issue's theme (if identified), be no longer than 2,000-4,000 words, including references and sidebars. Type/save your manuscript as a Word document (6.0 or below) and attach it to an e-mail sent to nabe_news@nabe.org or mail a diskette to the NABE address. Please do not use running heads or bold. Include contact information and a brief bio indicating name, title, affiliation, and research interest.

Articles for Regular Columns: NABE news publishes four regular columns—Administration of Bilingual Education Column, Asian/Pacific Americans Column, Indigenous Bilingual Education Column, and Theory Into Practice Column. Each column has a column editor. These articles are shorter in length, usually focus on one issue, elaborate on two to three major points, and provide specifics for practice. Manuscripts should relate to the special focus and be approximately 1500-2200 words in length. They can be mailed to the NABE office, to the attention of the *NABE News* editor or mailed directly to the column editors as follows:

Ms. Mary Ramirez, Editor-Administration of Bilingual Education Programs, Philadelphia Public Schools, Director-Office of Language Equity Issues, 202 E. Gowen Ave, Philadelphia, PA19119.

Dr. Ji-Mei Chang, Editor-Asian/Pacific Americans Column, Associate Professor, San Jose State University, College of Education, Sweeney Hall, Room 204, 689 Erie Circle, Milpitas, CA 95192. jmchang@email.sjsu.edu

Dr. Ward Shimizu, Co-Editor-Asian/Pacific Americans Column, San Jose State University, 689 Erie Circle, San Jose, CA 95192.

Dr. Jon Allan Reyhner, Editor-Indigenous Bilingual Education Programs, Northern Arizona State University, Associate Professor, Division of Bilingual Education, CEE, P.O. box 5774, Flagstaff, AZ 86011-5774. jon.reyhner@nau.edu

Dr. Lucy Tse, Editor-Theory Into Practice Column, Assistant Professor, Arizona State University, Division of Curriculum and Instruction, College of Education, Tempe, AZ 85287-0208. ltse@asu.edu

Mr. Aurelio Montemayor, Editor-Parent/Community Involvement, Intercultural Development Research Association, 5835 Callaghan Rd., Suite 350, San Antonio, TX 78228. amontmyr@idra.org

General/Other Articles: Other articles, not addressing the announced *NABE News* themes, are also sought and welcomed. They should be relevant to current interests or issues. They must be no longer than 1500 - 1750 words.

Reviews: Reviews should describe and evaluate recently published bilingual education materials, such as professional books, curriculum guides, textbooks, computer programs, or videos. Reviews should be no longer than 500-750 words. Include in your review:

1. a brief summary of the major components or features of the material, with no evaluative comments
2. an evaluation of the features, indicating how they are useful/helpful or not
3. if appropriate, a discussion of how the material ties in or responds to broader issues in the field or to specific methodologies
4. an assessment as to whether the teacher/reader would want to use the material and why (or why not)

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All articles must conform to the publication guidelines of the Publication Manual of the American Psychological Association (4th edition).

Print materials and electronic versions should include a title page, with contact information—including mailing address and telephone number. If available, authors should provide fax numbers, and e-mail address.

Include a two to three sentence biographical reference that may include job title or highest degree earned, work affiliation and/or research interest (not to exceed 50 words).

Manuscripts and diskettes will not be returned. Keep copies of your article or other materials submitted.

The editor of *NABE News* reserves the right to make editorial changes needed to enhance the clarity of writing. The author will be consulted only in cases where the change(s) is/are substantial.

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March/April
Literacy (Elementary and Secondary)

May/June
Responding to Standards and
to LEP Student Needs

July/August
Assessment Issues and Implementation Ideas

September/October
Access to Technology:
Promising Programs and Practice

November/December
Curriculum and Instruction in the
Bilingual Early Childhood Classroom

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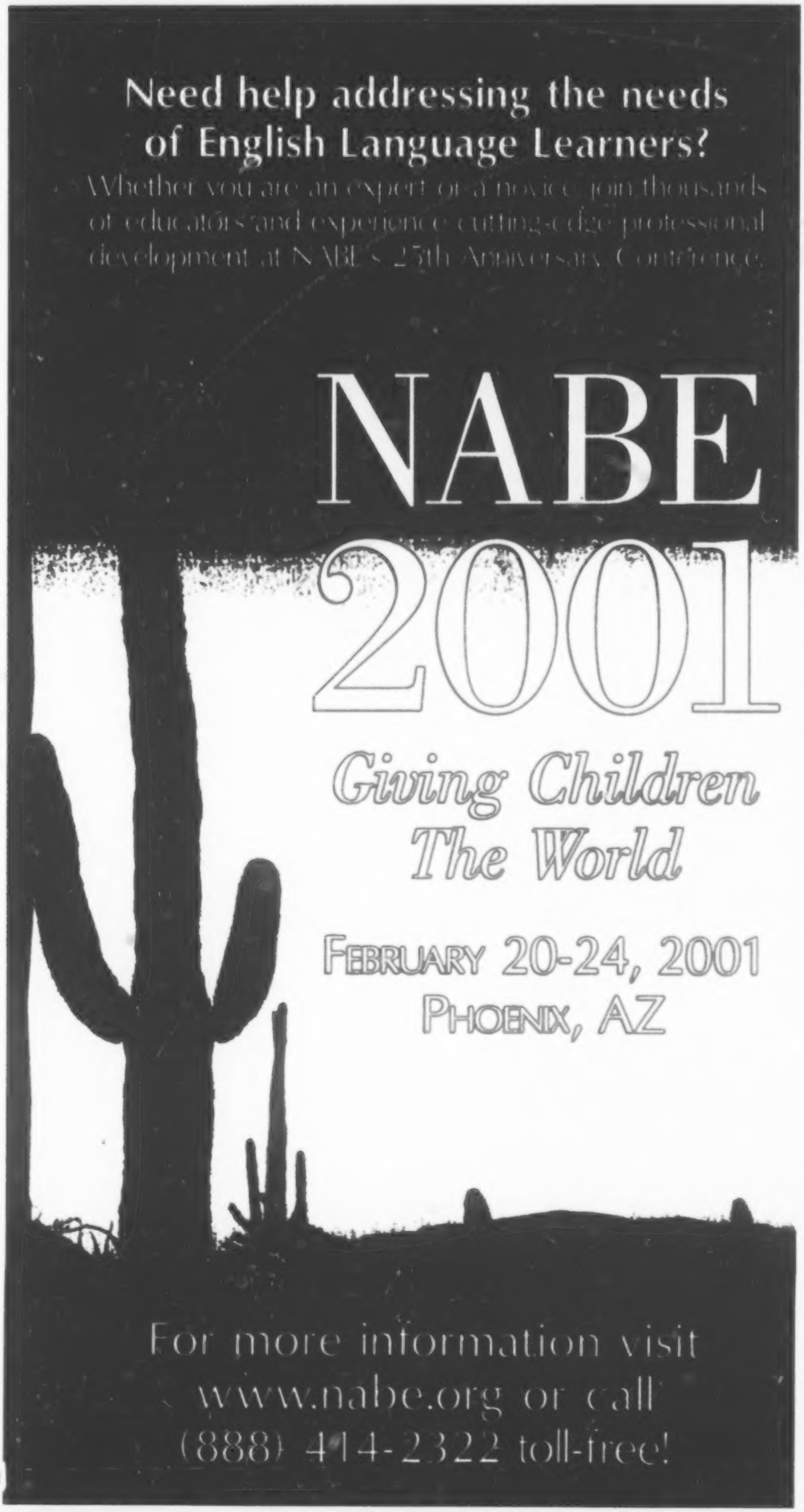

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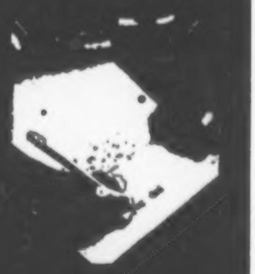
Volume 24, Issue No. 3 ☐ January/February 2001

NABE Celebrates 25 Years of Service to Bilingual Education



What constitutes effective teaching for Asian American English language learners?
see page 10

If you had a chance to change your bilingual program, where would you start?
see page 22

Do you know what President Bush's Education Agenda is?
see page 32

Parents' varied roles exemplified in parent leadership typology
see page 27

Through the Years: NABE takes a look back over its history and identifies milestones

See Page 6

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MESSAGE FROM THE EXECUTIVE DIRECTOR

Delia Pompa

Dear NABE Members:

This 25th anniversary issue of *NABE News* Magazine looks at the work of the Association and its members over the last quarter-century. Much has changed in America's schools over that time, and I am proud to say NABE has played a key role in some of the more positive changes.

NABE was born out of a need to connect language minority children to high quality education and bilingual educators to cutting-edge professional development opportunities. And, what started out as an organization of hundreds has grown to a committed family of thousands—a family whose members must be better prepared and informed than ever before.

Policies regarding the education of limited English proficient children continue to change dramatically, and the number of limited-English-proficient students in our nation's schools has risen to an unprecedented level. All of this points to a dramatic need for qualified educators that can help every child—regardless of mother tongue—achieve to world-class standards and succeed in every aspect of the educational process. So, it is especially heartening, that while bilingual education continues to face great challenges, NABE members show a determination and professional growth that is unparalleled.

Such is the case in Arizona, where despite the passage of a misguided state ballot initiative, bilingual education advocates continue to work to ensure that no child will be denied meaningful access to the academic curriculum. In February, NABE will celebrate its 25th anniversary at the conference in Phoenix. The conference will serve as a reaffirmation of the Association's commitment to the field, and a reassurance to bilingual education professionals everywhere that whatever the challenges, NABE—like its members—will remain committed to our children and unwavering in our efforts to ensure their success.

I hope you enjoy this look back at NABE's history and that it serves to re-energize your efforts. As always, the road ahead is sure to hold obstacles, but together we will overcome them all.

Sincerely,

Delia Pompa

Delia Pompa
Executive Director

NABE NEWS

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NABE NEWS

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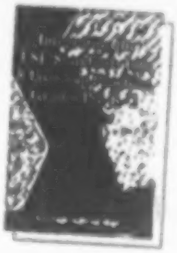

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MESSAGE FROM THE PRESIDENT

Dr. Joel Gomez

Starting Out On the Road to the Next 25 Years:

A New Direction That Includes Academic and Career Success

It was about 25 years ago that the National Association for Bilingual Education became an organization. Early NABE pioneers such as Albar Peña, Carmen Perez Hogan, Roberto Cruz and Severo Gómez, saw a need for an organization that would champion the language needs of language minority students. The goal then was reducing the unconscionably high dropout rate among Mexican Americans, ranging from 60-75% in some states, including Texas.

Over the past 25 years, NABE has evolved into an organization that includes far more than the early pioneers envisioned: all language minority groups, multiple language groups, at all levels of public schooling. While NABE has had its share of success on the road to its twenty-fifth anniversary, the need for championing academic success for language minority students is now even greater than two and a half decades ago. As we begin the 21st century, the number of language minority students is larger, and the academic and social demands are greater.

Taking a New Direction

To date, NABE, its membership, and state affiliates have evolved—dedicating many of their resources **defending** educational practices that would result in academic achievement, home language literacy and English language mastery for language minority students. Having reached its twenty-fifth milestone and starting on the road to its fiftieth anniversary, NABE, its membership and state affiliates must now shift from a defensive mode into an offensive mode in helping students to attain the highest academic standards, to perfect their English language communication skills to the highest levels possible, and to develop literacy skills in their home language and in a second language.

Emphasizing Benefits

In taking the offensive to promote these goals, we must emphasize that attaining these goals will benefit not only individuals but also our country as a whole. We must emphasize that our goals do not constitute an end unto themselves but that they serve as a means to personal, professional, and economic opportunities and prosperity for all citizens.

Typically, we do not think of Kentucky as a leading state involved in international trade. However, Kentucky serves as a strong example of why the goals stated above must be met. According to the Associated Press (January 8, 2001), "The need for bilingual workers … is increasing [in Kentucky] as more companies join the ranks of exporters to countries with different languages, cultures and business practices. The state already exports a range of products to a multitude of countries where Chinese, Portuguese, Spanish, French and other languages are spoken."

The Associated Press article goes on to describe the extent to which Kentucky's economy depends on international trade:

> "Kentucky exported more than $9.6 billion in goods and services in 1999 and was expected to surpass the $10 billion mark in 2000. Kentucky ranked in the top five among states in export growth in the 1990's… Trade with Brazil increased 837 percent, to roughly $300 million, in 1999; with Argentina, 417 percent to $50.7 million; and with Chile, 172 percent to about $20 million."

Lexmark (www.lexmark.com/corporate) is one of the companies in Kentucky that is involved in international trade. In 1999, Lexmark derived 56 percent of its revenue from international sales and exports and did business in some 150 countries in 1999. Jennifer Richard, spokesperson for Lexmark stated, "For our company, speaking a foreign language is not a requirement, but it is a very, very desirable job skill."

(continued on page 38)

THROUGH THE YEARS

NABE Looks Back At Its History

NABE 25 Silver Anniversary

On April 12, 1976, NABE was incorporated in Texas as a non-profit organization, organized exclusively for educational purposes, related primarily to bilingual education. In the late 1980s, NABE was incorporated as a non-profit in Washington, DC.

With this issue the February/March *NABE News*—and during the annual conference— scheduled for February 20-24, 2001, in Phoenix, the NABE Executive Board and Staff will conduct a year-long celebration of NABE's twenty-five years of service. We will look back through the years, reflect on past achievements and disillusionments, dream about possibilities for programs and policy, and encourage/support those new to the ranks of bilingual educators to assume leadership positions.

The following timeline takes us to the beginnings of bilingual education in the nation. Many of us who experienced those early years (I was a college intern in a bilingual program in 1968 and began teaching in a bilingual program in 1972) feel gratified at the developments in the bilingual education field and, at the same time, chagrined at re-visiting some of the same old issues, often dressed-up in slightly different hued garments, for example the issues of overrepresentation of LEP students in special education.

We invite you to review NABE's educational purposes (see sidebar, page 11) and the timeline of major events or actions in the history of bilingual education and NABE. - *NABE News Editor*

1965

President Lyndon B. Johnson signs the Elementary and Secondary Education Act (ESEA) into law.

1967

Senator Ralph Yarborough (D-TX) (see sidebar, next page) introduces the first federal Bilingual Education Act proposal before the United States Congress.

1968

Congress enacts the Bilingual Education Act (BEA). It marks the first major instance of Congressional ratification of bilingual education programs and supports their implementation in schools through federal funding.

SENATOR RALPH YARBOROUGH

"I believe that the teaching-learning process is most exhilarating, but the elation has been absent too long in the schools of the Spanish-speaking," Senator Ralph Yarborough told the 1967 Texas Conference for the Mexican-American. Yarborough had introduced the first federal Bilingual Education Act three months earlier and would, within a year, steer the bill to enactment.

From the day he first taught in a one-room school as a 17-year old in Chandler, Texas, through his career as Texas State official and U.S. Senator, Yarborough was an outspoken and dogged champion of education, environmental, and social issues. As a member and later Chair of the Senate labor and Public Welfare Committee, Yarborough authored the National Defense Education Act of 1958 (the first federal law to support general education), the Cold War GI Bill, and more national legislation than any other Texas Senator in the twentieth century.

Ralph Yarborough was the only Southern Senator to vote for the 1964 Civil Rights bill, one of many courageous acts that earned him the nickname, "the people's Senator."

NABE honored Senator Ralph Yarborough with a Pioneer Award on the 25th Anniversary of the original Bilingual Education Act in 1993. Indeed, his leadership on bilingual education at the federal level sparked many states, inspired by the promise of federal monies and guidance, to pass their own bilingual education statues.

Ralph Yarborough died at his home in Austin, Texas, On January 17, 1996, at the age of 92. He is deeply missed by grateful NABE members, language-minority students and their teachers, and all Americans who understand the importance of bilingual education and federal education programs.

1972

The First Annual International Bilingual/Bicultural Education Conference is held in Austin, Texas. The total number of attendees is in the hundreds, with most coming from a handful of school districts in several states.

1973

Building on the acclaim of the previous year's forum, the Second Annual International Bilingual/Bicultural Education Conference is held in San Diego, California. Consensus on addressing the growing needs of non-English speaking students leads to discussions regarding the formation of a national bilingual education organization.

1974

The United States Supreme Court rules on *Lau v. Nichols*. The decision handed down by the Court states that "there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education." Short of prescribing a specific method of instruction for schools to help limited-English proficient students, the Court states that a variety of techniques may be utilized – including ESL and Bilingual Education.

The Office of Bilingual Education (later renamed The Office for Bilingual Education and Minority Affairs) is established within the federal agency of Health, Education and Welfare. The office is charged with helping school districts meet their responsibility to provide equal education opportunity to limited English proficient children. Albar Peña is appointed to serve as Director.

The Third Annual International Bilingual/Bicultural Education Conference is held in New York City. At the gathering, work begins on the Constitution and Bylaws of a national bilingual education organization, and a slate of candidates for its Executive Board of Directors is prepared.

1975

After approval of its Constitution and Bylaws the first members of the Association's Executive Board of Directors are installed. Albar Peña (see sidebar, page 8) is tapped to serve as President, Hernan La Fontaine as President-Elect, Toni Metcalf as Vice President, Juan de Dios Solís as Secretary, and Pepe Barrón as Treasurer.

Later that year, the Association hosts a fifth Annual International Bilingual/Bicultural Education Conference in Chicago, with Maria Medina Swanson (now Maria Medina Seidner) as local chairperson.

1976

The National Association for Bilingual Education is officially incorporated in San Antonio, Texas on April 12, 1976. The Association's Articles of Incorporation are issued to its first president, Albar Peña, by John D. Wennermark, Robert A. Valdez, and Michael T. La Hood.

The first NABE *Bilingual Research Journal* is published in December. Dr. Josue Gonzalez is chosen to serve as editor of the publication.

1977

In mid March the U.S. House of Representatives' Education and Labor Committee begins markup of the Bilingual Education Act. NABE's Juan de Dios Solís submits testimony urging the committee to consider NABE's recommendation to increase Title VII authorization from $135 million to $200 million. After great effort and extensive collaboration with key members of both Congressional chambers, the effort is successful.

Recognizing the need for continued tracking of federal legislation, NABE appoints A. Miguel Romo, Director of El Congreso/National Congress of Hispanic American Citizens, to serve as the Association's lobbyist in Washington, DC.

> *"NABE was asked to testify on behalf of bilingual education before the House and Senate Committees during their hearings on Title VII ESEA Bilingual Ed. Act. NABE prepared and submitted a testimony in June, October, and March. While all the legislative activity was going on in Congress, the NABE Executive Board became acutely aware of our need to maintain close communication with Washington once in a while. So, this Spring NABE contracted for the services of an official representative in Washington to insure that NABE's concerns were addressed."*
>
> *— Maria Medina Seidner, 1977*

1978

The first issue of the *NABE News* is published in March, with Carmen Vázquez of Arlington Heights, Illinois serving as editor. The publication is well received by the field, and letters pour in offering suggestions and articles for subsequent issues.

1979

NABE is growing stronger, and becoming more organized. The Association's membership lists are computerized, and NABE's first membership directory is created.

NABE's Special Interest Groups (SIGs) are formalized. The list of SIGs now includes: Research and Evaluation; Secondary Education; Higher Education; Vocational Education; Parent and Community Involvement; Adult Education; Elementary Education Legislation; Early Childhood Education; and Special Education. NABE Executive Board President, Juan de Dios Solís (see sidebar, page 10), proudly explains: "Special Inter-

ALBAR A. PEÑA

Albar Peña devoted his professional career to bilingual education. During more than 35 years of involvement in education, Dr. Peña consistently demonstrated initiative, innovation, and leadership. His career as a teacher, administrator, speaker and author was distinguished by many "firsts", including first President of NABE and first director of the Federal office of bilingual education.

After obtaining his B.S. in Spanish and French at the University of Texas in Austin, Dr. Peña began his teaching career as a junior high school Spanish teacher in the Brownsville Independent School District in Texas. Three years later, while completing his M.A. in Spanish and Educational Administration at Texas A & I University, he moved to Brownsville High School, where he taught both Spanish and French.

From 1964-1967, while pursuing a Ph.D. in Curriculum and Instruction, with a specialty in Bilingual Education and English as a Second Language (ESL) at the University of Texas at Austin, Dr. Peña held three concurrent positions: Director of the National Defense Education Act Summer Institute for Teachers of Spanish-Speaking Disadvantaged Children Language Laboratory; Lecturer in English as a Second Language and Spanish at the University of Texas; and Spanish Consultant to the Language Research Program of the University of Texas and the San Antonio Independent School District. As a consultant, he was in charge of planning, developing and providing curriculum assistance to teachers in areas of bilingual education, ESL, science, social studies and reading grades 1-4, and developing materials in both English and Spanish. After completing his Ph.D., Dr. Peña became an assistant professor at the University of Texas in Austin, teaching courses in ESL and bilingual education and serving as the Assistant Director of the language Research program.

In 1969, after the passage of the Federal Bilingual Education Act (Title VII of the Elementary and Secondary Education Act), Dr. Peña was appointed the first director of the Bilingual Education Program (now OBEMLA) of the U.S. Office of Education. In his four and one-half years in office, he oversaw the development, funding, implementation, and continuation of the first 200 Title VII Bilingual Education projects, in 24 different languages, ranging from early childhood to high school levels.

In 1973, Dr. Peña returned to the University of Texas at San Antonio to establish the Division of Bicultural-Bilingual Studies of the College of Multidisciplinary Studies, becoming its first and only director until 1978. He then continued as a professor in that division until his death in July of 1993. During his lifetime, Dr. Peña taught grades one through twelve, adult, and higher education and administered education programs encompassing the same span.

Dr. Peña was a well-known author, guest lecturer, speaker and consultant in the fields of bilingual/bicultural education and English as a second language. He participated in the White House Conference on Bilingual Education; was a United States representative to the International Colloquium in Bilingualism held in Paris, France; and was listed in Who's Who International, Who's Who in Bilingual Education, and Who's Who in America.

In 1975, Dr. Peña became the first President of the National Association for Bilingual Education. He continued to be an active and supportive NABE member throughout the years and served as Chairperson of NABE's Fifth Annual Conference in San Antonio in 1976. Dr. Peña was named NABE Honoree for 1983, in recognition of his service to the Association and in the field of bilingual education. And, at NABE's 22nd Annual Conference in Houston, Texas, he was recognized as a Texas Pioneer in Bilingual Education.

It is because of Dr. Peña's vision, determination, dedication and leadership that NABE and the field of bilingual education exist today. Despite his stature in the field and the Association, Dr. Peña always had time to meet and talk to a new member; to share his expertise with new teachers; and to offer his support and guidance to all in the field of bilingual education. With a deep sense of loss but with gratitude for the time he shared with us, we remember Albar Peña, the person and his accomplishments, as we continue his work on behalf of the future of American language-minority students.

est Groups have been organized. Some are very active, some are not so active, but at least they are off the ground and we look forward to increased membership input through these groups."

1980

President Jimmy Carter establishes the U.S. Department of Education.

NABE Executive Board President, Ricardo Fernandez, announces the opening of NABE's first permanent headquarters in Washington, DC – a single room office within the National Education Association. NABE also names its first Executive Director, Dr. Carolyn Ebel, and hires Ms. Carolyn Riddick as its first full-time employee.

NABE amends its Constitution to include three regional and one parent representative on its Board of Directors.

In February, NABE hosts its first Affiliate Presidents' Summit. Pepe Barrón, Mary Destefani, Marcelo Fernandez, Carmen Pérez, and Nancy Zelasko coordinate the forum. Eighteen of the twenty-six affiliates presidents attend and share an intensive three days that feature meetings with federal education officials, White House representatives, and congressional aides.

1981

NABE officers meet with U.S. Secretary of Education, Terrel Bell. Bell reaffirms his commitment to the "responsibility of schools to provide equal educational opportunity for all children" and the civil rights of the nations' non-native English speakers.

Senator Edward M. Kennedy (D-MA) addresses attendees at the NABE conference in Boston, Massachusetts. He receives thunderous applause upon expressing his strong and continuing support of bilingual education programs.

1982

Civil rights attorney James J. Lyons becomes NABE's legislative counsel. His work dramatically increases NABE's presence on Capitol Hill and strengthens the Association's role in shaping education policy at the national level.

Marisol Arceo, Jose Cespedes, and David Vasquez become the first winners of NABE's nation-wide writing contest sponsored. Their essays on "What bilingual education has meant to me" are chosen from over 500 submissions made by applicants in 28 states. The contest, created by Jaime de la Isla, receives immediate acclaim and becomes a permanent part of the Association's annual conference

1983

NABE hosts its first national gathering in Washington, D.C. The Association's 12th Annual Conference features representatives from both presidential candidates and a special appearance by Mrs. Barbara Bush at the Second Bilingual Student Essay Luncheon.

NABE Board President, Gloria Zamora (see sidebar, page 12), testifies before Congress on the reauthorization of the Bilingual Education Act. She tells Congressional members that during her days as a teacher in Texas, the law mandated teaching children only in English, and she had tried to obey it—only to find blank stares in the eyes of her students. Then one day she had closed the door, and broken the law by speaking to her students in their native tongue—"and their eyes lit up for the first time"—learning had begun.

1984

NABE heads the development of Title VII modifications with a broad coalition of national organizations. The

25 Years of Service

In sidebars like this over the next few pages, you will find the names of the NABE Executive Board Members serving during the past twenty-five years. If you see any of them during your professional interactions or during our annual conference, be sure to let them know that you know of their past involvement with NABE and encourage them to continue *the good fight.*

1975-76

President	Albar Peña
President-Elect	Hernán LaFontaine
Vice President	Toni Metcalf
Secretary	Juan Solis
Treasurer	Pepe Barrón

1976-77

President	Hernán LaFontaine
President-Elect	María Medina Seidner
Vice President	Juan Solis
Secretary	Luis Vázquez
Treasurer	Alba Moesser

1977-78

President	María Medina Seidner
President-Elect	Juan Solis
Vice President	Carmen Pérez
Secretary	Henry Oyama
Treasurer	Arturo Luis Gutiérrez

1978-79

President	Juan Solis
President-Elect	Carmen Pérez
Vice President	Henry Oyama
Secretary	John Correiro
Treasurer	Ramón Santiago

1979-80

President	Carmen Pérez
President-Elect	Ricardo Fernández
Vice President	Ramón Santiago
Secretary	Aurea Rodríguez
Treasurer	Sonia Rivera

1980-81

President	Ricardo Fernández
President-Elect	Ramón Santiago
Vice President	Pepe Barrón
Secretary	Nilda García
Treasurer	Ursula Urbiztondo

1981-82

President	Ramón Santiago
President-Elect	B. Robert Cruz
Vice President	Gloria Zamora
Secretary	Macario Saldate
Treasurer	Tomás Miranda

1982-83

President	B. Roberto Cruz
President-Elect	Gloria Zamora
Vice President	Macario Saldate
Secretary	Olivia Martínez
Treasurer	Awilda Orta
Parent-at-Large	Norma Preciado
Eastern Reg. Rep.	Luis Martínez
Central Reg. Rep.	Agnes Cowen
Western Reg. Rep.	Bella Cruz

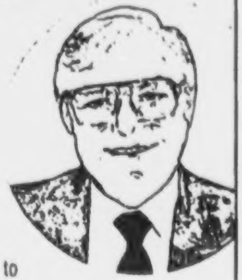
Juan de Dios Solís

Juan de Dios Solís dedicated his professional life to bilingual education. He believed that bilingual education held the key to the success of language minority students.

A founding member of the National Association for Bilingual Education, he served on NABE's first five Executive Boards — as Secretary in 1975-76, Vice-President in 1976-77, President-Elect in 1977-78, President in 1978-79, and as Past-President in 1979-80.

In 1968, Juan was tapped to serve as the first state program director of the Office of International and Bilingual Education. It was while he held this position, that Texas hosted the *First International Conference on Bilingual Bicultural Education*, and it was here that it all began! The following year in San Diego, the first meeting to initiate the association was held. In 1974, in New York, the first membership assembly was held and a nominating committee selected candidates for the various offices of the Executive Board. In 1975, in Chicago, the elected officers—including Juan—were installed and NABE had its first executive board.

A native of Mission, Texas, Juan credited his loving parents with giving him the strength to overcome the hardships of the Depression and the discriminatory attitudes of the day. He served in both World War II and the Korean Conflict and considered his experience in the military service and the resulting ability to attend college through the G. I. Bill, "the turning point in [his] life." He received his bachelor's degree in 1953 from Pan American University in Edinburg, Texas and his master's degree in Education Administration in 1956 from Southwest Texas State University in San Marcos.



His long career in education began in the McAllen Independent School District where he taught for several years. In 1965, he was appointed consultant for adult migrant education at the Texas Education Agency in Austin, and a year later he was promoted to state director of that division.

During the 1980's, while based in Dallas, Juan directed a federally-funded bilingual materials development center, which published instructional materials for bilingual educators throughout the United States, and prior to his retirement and return to Austin, he served as an administrator in the Dallas public schools.

The proud father of nine children and the devoted husband of María Lorenza "Lencha" Solís, Juan passed away in 1999. Those of us who were fortunate to know and work with this one-of-a-kind "gentleman" will remember him fondly and miss him greatly.

coalition includes: The National Education (NEA), The National School Board Association, The National Council of La Raza, The Mexican American Legal Defense and Education Fund, and The League of United Latin American Citizens. The effort yields a stronger Bilingual Education Act and increases funding authorization for federal bilingual education programs.

Following passage by the House of Representatives of the conference report reauthorizing and strengthening the Bilingual Education Act, key House members celebrated at a reception hosted by NABE Legislative Counsel, James Lyons.

1985

NABE conducts a national membership survey to refine its membership profile and obtain ratings for its publications from the field.

The Association also hires a Development Director on a consultant basis to assist with fundraising and organizational development.

1986

NABE appoints Joe Beard to serve as its first National Office Director.

President Ronald Reagan's Fiscal Year 1987 request calls for a 17 % cut in federal support for education. NABE and its partners help stave off severe cuts of federal bilingual education funds.

1987

The United States General Accounting Office releases its report on the research evidence in support of native language use in the education of LEP students.

Resolutions in support of bilingual education are adopted by a number of professional organizations, including TESOL and ASCD.

OBEMLA director, Carol Whitten announces her resignation, Alicia Coro is appointed to head up the Office.

1988

Lauro F. Cavazos becomes the first Hispanic American to serve as U.S. Secretary of Education.

IBM enters the field of bilingual education by introducing a Spanish version of the Popular *Writing to Read* Program.

The House Subcommittee on Civil and Constitutional Rights holds the first of series of hearings on several proposals for a Constitutional amendment to establish English as the official language of the United States. Henry Lesnick writes on the proposed measures to make English the official language of the United States. He states that it "would be only the second in two hundred years—Prohibition being the other—to limit rather than extend democratic rights."

1989

NABE Legislative Counsel, James Lyons becomes the Association's new Executive Director, and NABE finds a new home on the 3rd floor of Washington, DC's Union Center Plaza with the National Council of La Raza.

001 102

NABE recommends Rita Esquivel for the post of OBEMLA Director. Esquivel's appointment is announced at the Association's Annual Conference.

1990

The U.S. Department of Education releases the findings of its *Longitudinal Study of Structured English Immersion Strategy, Early Exit, and Late-Exit Transitional Bilingual Education Programs for Language-Minority Children*. The study is intended to "compare the relative effectiveness of two alternative programs (structured English immersion strategy and late-exit transitional bilingual education) with that of programs typically funded under the Bilingual Education Act, the early-exit transitional bilingual education program". It finds that all models are effective in academic gains for LEP students – but that academic gains are superior when the child's native language is used in instruction.

The U.S. Census Bureau finds that there is dramatic growth in the number of Native American, Asian, and Hispanic people in our nation. The Bureau adds that this fact "accounts for the dynamic growth of America's language-minority and 'limited-English-proficient' student populations."

1991

The Condition of Bilingual Education in the Nation: A Report to the Congress and the President is released by the Secretary of the Education. The report identifies and discusses key issues with regard to the 1993 reauthorization of the Bilingual Education Act.

President George Bush requests an increase of $2.7 million for federal bilingual education programs. The House of Representatives responds with an increase of $49 million. The Senate recommends $3.8 million increase. A compromise of $27.3 million in additional funds is reached after NABE and its partners launch a major advocacy campaign.

NABE's Educational Purposes

NABE's educational purposes include:

(1) Recognizing, promoting, and publicizing programs of excellence;
(2) Promoting efforts to assure equal educational opportunity;
(3) Promoting the provision of linguistically and culturally appropriate education services to children, youth, and adults;
(4) Promoting public understanding and appreciation of the linguistic and cultural needs of language-minority children, youths, and adults;
(5) Promoting the development of standards of professional excellence;
(6) Conducting educational workshops and conferences;
(7) Encouraging research and publications;
(8) Promoting the inclusion of language-minority students in assessment systems which, to the extent practicable, assess students in a language and form most likely to yield accurate and reliable information; and
(9) Serving as an advocate for language-minority children.

25 Years of Service

1983-84

President	Gloria Zamora
President-Elect	Sarah Meléndez
Vice President	Gene T. Chávez
Secretary	Hai T. Tran
Treasurer	Belia Cruz
Parent-at-Large	Lucy Cruz
Eastern Reg. Rep.	Juan Zamora
Central Reg. Rep.	Jerry Manus
Western Reg. Rep.	Eddie Alarid

1984-85

President	Sarah Meléndez
President-Elect	Gene T. Chávez
Vice President	Hai T. Tran
Secretary	Nancy Zelasko
Treasurer	Lilliam Malavé
Parent-at-Large	Norman Gold
Eastern Reg. Rep.	Rosa Castro Feinberg
Central Reg. Rep.	Stan Seidner
Western Reg. Rep.	Aurora Martínez-Quevedo

1985-86

President	Gene T. Chávez
President-Elect	Josué González
Vice President	Lilliam Malavé
Secretary	Aurora Martínez-Quevedo
Treasurer	A. Cowen/Nancy Zelasko
Parent-at-Large	Norman Gold
Eastern Reg. Rep.	Myrella Lara
Central Reg. Rep.	Tony Báez
Western Reg. Rep.	Lucy Cruz

1986-87

President	Josué González
President-Elect	Hai T. Tran
Vice President	Paul Martínez
Secretary	Janice Schroeder
Treasurer	Gene T. Chávez
Parent-at-Large	Juan Sánchez
Eastern Reg. Rep.	Bernard Cohen
Central Reg. Rep.	Gay Kingman
Western Reg. Rep.	Stan Paz

1987-88

President	Hai T. Tran
President-Elect	Macario Saldate
Vice President	Rodolfo Chávez
Secretary	Lori Orum
Parent-at-Large	Juan Trinidad
Eastern Reg. Rep.	V. Petrosino/ M.Tanouchi
Central Reg. Rep.	Dick Hsieh
Western Reg. Rep.	Anna M. Pérez

1988-89

President	Macario Saldate
President-Elect	Rodolfo Chávez
Vice President	Lucy Cruz
Secretary	Mónica Sandoval
Treasurer	Mutsuko Tanouchi
Parent-at-Large	Juan Sánchez
Eastern Reg. Rep.	Tony Simoes
Central Reg. Rep.	Ray Howe
Western Reg. Rep.	José Agustín Ruíz

1992

To accommodate a new, larger staff, NABE moves to a new office at 1220 L Street in Northwest Washington.

The widow of New Mexico Senator, Joseph Montoya, one of the authors of the original Bilingual Education Act, accepts NABE's Pioneer Award on her husband's behalf at NABE's 1992 Conference in Albuquerque.

Congressman Edward Roybal (D-CA), who consistently championed the rights of language-minority students to effective education and is one of the original House sponsors of the Bilingual Education Act, retires. Before leaving Congress, he calls NABE members to action: "Congress responds to facts and pressure, and NABE members, more than anyone else, know about the dramatic growth in the language-minority student population...and they know how poorly many of these students are being served by our schools. Tell your people to get out the facts and keep up the pressure, that is the only way the situation will improve."

NABE Executive Director, James Lyons echoes Roybal's advise, urging members to "take the time to compile the facts regarding the growth of the language-minority student population in your school district, area, or state and to describe and possibly quantify the unmet educational needs of these students."

1993

NABE hosts an extremely successful national conference in Houston, Texas. It features more than 6,000 attendees, 200 workshops, and 175 exhibits.

The English-Only lobby persuades nine Republicans and one Democrat in the U.S. House of Representatives to introduce H.R. 739—a bill to declare English the official language of the United States. While the measure is seen as having little chance of passage, it reveals the extremes to which some politicians will go to restrict the civil rights and life opportunities of non-English-speaking Americans.

1994

NABE takes an active role in opposition to California's Proposition 187, which threatens to prohibit education, welfare, and medical services to undocumented immigrants. Massive rallies in opposition to the measure take place throughout the state, but voters adopt the measure.

Congress takes up the reauthorization of the Elementary and Secondary Education Act. NABE devotes its energies to seeing a sound version of the Bilingual Education Act through the process. Throughout March, proposed amendments are filed by Representatives Toby Roth (R-WI) and Dana Rohrabacher (R-CA). Their proposals threaten language-minority students, and aim to dismantle important legal provisions

Gloria Zamora

All Gloria Zamora ever wanted was to be a teacher. It has proven a fitting goal for someone whose life-long efforts have ensured that her lessons are learned not only in the classroom, but wherever policies impacting limited English proficient students are considered.

Dr. Zamora's extensive *vita* represents decades of work dedicated to fine-tuning bilingual education programs and vast contributions to curriculum and staff development in early childhood education. And, her conviction and commitment epitomize the early pioneering work that served as a solid base for the advances that have been made in the education of America's limited English proficient children.

At a time when bilingual education needed strong advocates, Gloria provided powerful leadership as a passionate, articulate speaker. In 1980 and 1981, for instance, she joined fellow Texas Association for Bilingual Education (TABE) Legislative Co-chairs in providing guidance and helping develop the 1981 Bilingual Education Act in Texas. This arduous endeavor demanded multiple trips to the Texas capital, long waits on hard benches, quick trips to university libraries, and interactions with recalcitrant legislators and non-supportive educational leaders. Gloria was not fazed by the cross-examinations she received in many house and senate committee hearings. Unsavory interactions and experiences were tempered by a sharp focus; she knew she was speaking for the thousands of children who didn't have a voice. *Con cariño*, or as a term of endearment, she was described by admirers as *chiquita pero picosa*—which loosely translates into "diminutive but powerful".

Dr. Zamora also contributed to the development of bilingual education during her many years at the Intercultural Development Research Association. With expertise gained from years of experience as a classroom teacher and researcher—and with Ph.D. in hand—she developed *Amanecer*, one of the first bilingual/bicultural early childhood education curriculums distributed nationally. Years later, Santillana, published it for national distribution. As Director of the Regional Desegregation Assistance Center at IDRA, she led the development of a series of 12 training modules on equity issues related to race, gender, and national desegregation. Twenty years later, the modules-which include videotapes and all training instructions and handouts—continue to be published and used to develop sensitivity and competencies among educators in the nation.

Above all, Gloria Zamora has been a role model and mentor for many of today's bilingual education leaders. She sees the talent and skill in people and motivates them to impact the community in ways they never would have thought. A former President of the NABE Executive Board of Directors, she has given many of NABE's Past Presidents and Board Members their first taste of the Association. In fact, many NABE leaders became involved, not just in NABE, but in bilingual education, because of her.

A passionate speaker, an academic expert, an extraordinary visionary, a motivator, and a mentor, Dr. Zamora has helped shape the future of millions of children. Hers is truly the living legacy of a giving tree that will continue to bear fruits.

serving America's neediest students. The first of Rohrabacher's amendments is directed against undocumented students. It states that school districts should be required to report the number of undocumented enrolled students in their school system. After passionate debate on the floor of the House of Representatives—with 21 members speaking eloquently against the measure—the amendment is rejected.

The House approves its version of the ESEA (which it renames "Improving America's Schools Act of 1994)" in April. In November the measure is approved by the Senate and signed by President Clinton. Upon its enactment, NABE Executive Director James Lyons comments on the changes to the Bilingual Education Act, adding: "I am delighted to report that the new ESEA meets all of NABE's fundamental objectives."

1995

NABE's 24th Annual International Bilingual/Multicultural Education Conference brings over 6500 people to Phoenix, Arizona. NABE Executive Director James Lyons proudly states, "NABE '95 demonstrates that the English-only movement, an important part of the current nativist movement which spawned Proposition 187 in California, is out of step with reality". Conference keynote speaker Samuel Betances points out that "You cannot educate someone you cannot communicate with."

Rick Lopez, the former Executive Director of the Congressional Hispanic Caucus, becomes NABE's Associate Director for Legislation, Policy, and Public Affairs.

USA Today opposes "Official English" in an editorial, noting that American citizens are frightened of foreign languages and that Official English measures are "disgraceful" and "unnecessary."

Congressman José Serrano (D-NY) introduces his English-Plus Resolution in the U.S. House of Representatives. The measure expresses Congressional findings on the benefits of speaking other languages, in addition to English, and lays out broad policy goals to further the acquisition of English and other languages in the United States. The first of its kind, Serrano's English Plus bill is in sharp contrast to several English-Only proposals introduced by conservative members of Congress."

1996

NABE hosts its 25th International Bilingual/Multicultural Education Conference in Orlando, Florida. At the conference, the Association recognizes the efforts of all former NABE Board members—who give their time and talents on a volunteer basis to advocate for children's rights—by making them recipients of the Association's President's Award.

Representative Elton Gallegly (R-CA) introduces an amendment in the House that threatens to overturn the 1982 U.S. Supreme Court ruling on *Plyler v. Doe*. The *Plyler* decision holds that states may not deny public education to students on basis of immigration status. Speaking on his amendment, Gallegly states that "when illegal immigrants in our classrooms sit down in public school classrooms, the desk, textbooks, and blackboards in effect become stolen property stolen from the students rightfully entitled to those resources." House Speaker Newt Gingrich supports the amendment adding that "this is the right thing to do." NABE works with key legislators in opposition to the Gallegly provision. The House approves the amendment, but it is halted in the Senate chamber.

25 Years of Service

1989-90

President	Rodolfo Chávez
President-Elect	Angel Noé González
Vice President	Anna M. Pérez
Secretary	Marlene Kamm
Treasurer	Mutsuko Tanouchi
Parent-at-Large	Michael Gaddis
Eastern Reg. Rep.	Angela Carrasquillo
Central Reg. Rep.	Sylvia Cavazos Peña
Western Reg. Rep.	Richard Littlebear

1990-91

President	Rodolfo Chávez
President-Elect	Paul E. Martínez
Vice President	Mónica Sandoval
Secretary	Jerilynn Smith-Ritchie
Treasurer	José Agustín Ruiz
Parent-at-Large	Susan García
Eastern Reg. Rep.	Anna M. López
Central Reg. Rep.	Wageh Saad
Western Reg. Rep.	Rosalía Salinas

1991-92

President	Paul E. Martínez
President-Elect	Marlene Kamm
Vice President	Julio Cruz
Secretary	Jerilynn S. Smith
Treasurer	Rose Marie Medina
Parent-at-Large	Susan García
Eastern Reg. Rep.	Anna M. López
Central Reg. Rep.	Alicia Salinas Sosa
Western Reg. Rep.	Richard López, Jr.

1992-93

President	Marlene Kamm
Vice President	Anna M. López
Secretary/Treasurer	Kathy Escamilla
Parent-at-Large	Susan García
Member-at-Large	Paul E. Martínez
Member-at-Large	Richard Littlebear
Eastern Reg. Rep	María Valverde
Central Reg. Rep	Olga Valcourt-Schwartz
Western Reg. Rep	Richard López, Jr.

1993-94

President	Kathy Escamilla
Vice President	Mary F. Jew
Secretary/Treasurer	Richard Littlebear
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1994-95

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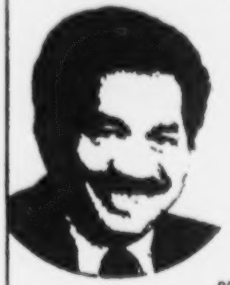
Ramón L. Santiago

Dr. Ramón L. Santiago served in all of the Association's leadership positions—Treasurer, Vice President, President-Elect, President, Past-President, and Conference Chairperson—helping to build and organize NABE in countless ways from the late 1970's through his untimely death. As part of his tireless efforts, Dr. Santiago worked to computerize Association membership, recruit new members, make the Association's newsletter an excellent publication, streamline Association elections, and encourage the continuing participation of former NABE Executive Board members.



On a moment's notice and often in the middle of an unexpected crisis, Dr. Santiago would step in to help his beloved NABE. Whether it was to help to write scripts for conference events, proof and edit NABE publications, serve as a policy advisor, or do anything else that demanded speed and intellect—he was never too busy or too far.

Dr. Santiago also contributed something else to the Association—courage and integrity. Time after time after time in the 1980s, he was called upon to serve as spokesperson in the nation's Capitol for the field of bilingual education. Dr. Santiago told Administration officials, Members of Congress and their staff, and the national press the truth about bilingual education. He did so knowing that the truth was not music to the ears of some of his listeners and that the truth could do more than set him free, it could precipitate a professional and financial free-fall. Nevertheless, he spoke out, over and over again, to help national policy makers understand the truth about bilingual education and the needs of limited English proficient students.

In March of 1997, Dr. Santiago lost his battle with cancer. Shortly, thereafter, NABE renamed its President's Award in his honor. Today, his spirit and dedication remain an inspiration for all of the Association's members, and his memory lives on in the work of all those who carry forth his mission.

Adding to its shameful list of accomplishments for the year, the House also approves H.R. 123, which designates English the official language of the United States government for the first time. NABE members rally in opposition to the bill, and with the help of Senator John McCain, kill this nefarious legislation in the Senate.

1997

Dr. Ramón L. Santiago (see sidebar, above), former NABE President and lifelong advocate of language-minority children, dies of cancer. NABE renames its President's Award in his honor.

Despite a tough battle to secure funding for Title VII in a conservative Congress, the year marks a victory for NABE's advocacy efforts. $199 million are appropriated for bilingual instruction and professional development in Fiscal Year 1998.

In California, however, Bilingual Education advocates face Silicon Valley Millionaire, Ron Unz', measure to end bilingual education — Proposition 227. 30 years after Governor Ronald Reagan recognized the harmful effect of English-only instruction on California's LEP students, Unz calls the states bilingual programs a failure. He dubs his initiative "English for the Children."

1998

NABE receives an operational grant from the Kellogg foundation to institutionalize Día de Los Niños/Día de los Libros. The project is launched nation-wide on April 30th.

Despite the valiant efforts of parents and educators, California's Proposition 227 is adopted on June 2nd. Exit polls show overwhelming opposition to the measure by Latinos and African American voters.

1999

After 17 years of service, James Lyons retires from NABE service. The Executive Board of Directors appoints Delia Pompa, former OBEMLA Director, to lead NABE into the next millennium.

NABE Executive Board President, Josefina Villamil Tinajero, testifies before the House Committee on Education regarding the Reauthorization of the Bilingual Education Act.

Ron Unz begins a campaign to adopt a 227-like state ballot initiative in neighboring Arizona. Bilingual Education advocates mobilize to prepare for eventual campaign to stop such a measure.

2000

NABE hosts the 29th Annual Conference in San Antonio, Texas. It is the largest and most successful gathering in the Association's history. The conference highlights NABE's strengthened focus on advocacy and professional development, and features the largest number of workshops in the history of bilingual education conferences. Closing Gala speaker, Henry Cisneros, challenges NABE members to put an end to anti-bilingual education initiatives and all such attacks on the future of America's children.

Arizona's Proposition 203 is approved. A similar initiative is halted in Colorado, as that state's Supreme Court rules its language unconstitutional.

NABE conducts an extensive evaluation of its membership services and undertakes a nationwide survey of bilingual educators. The information compiled gives root to a series of new partnerships with mainstream organizations and an overhaul of the Associations materials.

The association's magazine, NABE News, is refocused and redesigned. It is now a theme-based publication, and has received wide acclaim from members.

NABE expands its cadre of bilingual education content specialists and moves to its current suite of offices four blocks from the White House.

The Association receives several new grants from foundations and is tapped to head up a series of new education initiatives.

Note: We have listed names for the early leaders in bilingual education and of NABE. These persons worked on behalf of children's rights very late into the night, primarily on their personal time and often with their own resources. As the Association has grown, professional staff research and write the articles for publication and assist the Board with public policy and advocacy as part of their NABE employment.) We realize that many people form the pioneers in bilingual education. These have been honored and listed by NABE during the 25 years.

Share Your Memories

We encourage you to think about your own professional development, especially as it relates to the NABE annual conference, the *Bilingual Research Journal*, the *NABE News*, and our advocacy and public policy record. We ask NABE members to please write us to share the following:

- The most memorable NABE conference and why.
- The most useful NABE article (*BRJ* or *NABE News*) and where.
- The strongest advocacy campaign by NABE, why you joined in, and the outcome.

E-mail, fax, or mail your stories to:
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Selected anecdotes (75-125 words) will be either posted on our Web site or included in a compilation in future issues of *NABE News*.

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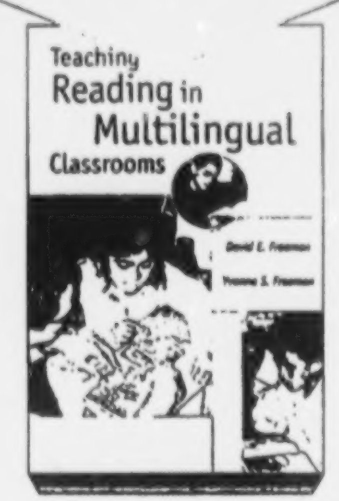

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ASIAN/PACIFIC AMERICAN EDUCATION CONCERNS

Column Editors: Dr. Ji-Mei Chang and Ward Shimizu, M.A.
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Monitoring Effective Teaching and Creating a Responsive Learning Environment for Students in Need of Support: A Checklist

DR. JI-MEI CHANG, SAN JOSE STATE UNIVERSITY – SAN JOSE, CA

As I enter the third year of a follow-up study in a Title I middle school in Northern California, I once again observe that the best practices for educating English language learners may be underutilized by some school administrators. Furthermore, best practices may even be terminated by new school administrators, regardless of the good will and compassion of teachers who are willing to continue an outstanding and integrated instructional program for low performing incoming sixth grade English language learners.

Over the last two years, our field research confirmed that many Asian Pacific American English language learners face academic challenges in some schools. We documented and observed groups of primarily Asian American English language learners each year who were perceived as having very low academic skills as they entered the sixth grade. These students made significant progress in self-esteem, language proficiency, and state testing when they completed the sixth grade (Chang, 1998; Chang & Shimizu, 2000). However, as each group entered seventh grade, they faced two additional challenges. The first challenge was how best to place them in non-sheltered classrooms in which seventh grade teachers were NOT very anxious towards having them in their classrooms. Some of teachers' reluctance may be related to perceiving these students as "state test score spoilers" who lower their class rating in the school or region. The second challenge was placing them in classrooms that were dominated by "lecture-note taking and end-of-chapter-tests" where little language support would be available to them.

> *"...elementary school teachers need to realize that teaching a single subject in a middle school will impact a teacher's perception of their students..."*

Not all APA Students are Succeeding in Schools

Asian American students are often perceived as college-bound and model minority students; however, Asian Pacific American student populations differ significantly in socioeconomic status, educational aspirations, English language proficiency, optimal learning opportunities, or family/community support. The state department's NELS:88 data, as reported in Peng (1995), reflected that some Asian American students performed above and beyond other minority groups, and some Asian Pacific American students were among the lowest performers of all student groups.

In recent years, a record number of such Asian Pacific American students in need of support are showing up in many regions, as evident in our own service areas. It is important to note that most of these students have not shown any special needs, but some of them will eventually be placed in special education because they are reading three or four grades below their peers upon entering the sixth grade. In a review of some of their cumulative files, it was not clear what had been done to accelerate their English language development and school learning.

One of many research collaborators in this middle school team observed and reflected that elementary school teachers need to realize that teaching a single subject in a middle school will impact a teacher's perception of their students differently from teachers teaching multiple subjects. Elementary school teachers are responsible for multiple subject areas, so they have a better grasp of a child's overall performance. Often, these teachers may give more wait time before seeking systematic support, not just special education services, for students who read below their peers, particularly second language learners. On the other hand, fewer middle school teachers will get to see a wide range of students' ability and performance beyond their own responsible subject area(s) all through the school year. The scheduling and grouping for special education services or other language resource program for students in need of support are also more difficult; hence, delivering an individualized education program (IEP) for any student becomes a challenge, particularly for English language learners who needs more language support in academic learning.

In each of the last two years, we found Chinese and Vietnamese American students who read at least four years below their peers. Although they were eventually referred and qualified for special education services, their placement was far more restrictive—placed in a special day class (SDC), rather than in

Table 1: **Checklist for Monitoring Effective Teaching and Generating Responsive Learning Environment**

© Ji-Mei Chang, Ph.D.

Joint Productive Activities

Teacher:

- ○ provides opportunities for student input in classroom instructional activities to accomplish the specific lesson plan.
- ○ provides appropriate training, behavioral checklist or rubric and time for students to complete their team-based project.
- ○ provides classroom seating arrangement suitable for peer or team communication and support to complete group work.
- ○ provides frequent hands-on support to model, guide, and access essential materials for each group to complete their joint product(s).
- ○ provides appropriate groupings that promote productive team work and learning according to the instructional goals and objectives.
- ○ provides access to parents/guardian of students, using various means to obtain relevant information regarding productive group learning processes and joint products that reflect expected behaviors of each student.

Language Development

Teacher:

- ○ listens and responds to student talk both in and outside of classroom on a daily basis in order to model the appropriate use of school language.
- ○ assists, models, questions and clarifies students' comments, feedback, or oral report in a positive manner and provides clear guidelines to practice.
- ○ is aware of and respects students' culturally oriented speaking style and responds positively when interacting with these students.
- ○ helps students connect their own use of language with the teacher's use of language, specific requirement for grade level literacy development and content vocabulary by giving frequent modeling in daily speaking, listening, reading, and writing activities.
- ○ provides an appropriate buddy system or other in-class meaningful support for English language learners to gain peer support in English language development as well as the use of first language for clarification or confirmation of learning in daily instructional activities.

Contextualization

Teacher:

- ○ always checks what students already know through prior experiences about a topic or lesson introducing daily instructional activities.
- ○ provides opportunities for student input in order to design, adjust, and enrich instructional activities to reflect the multi-dimensions of ethnic, cultural, and linguistic diversity of student populations.
- ○ invites guest speakers and establishes community contacts to model the respect for multicultural aspects of knowledge pertinent to the topics under study on a regular basis.
- ○ presents lessons in the authentic contexts, such as the students' world, to ease students into connecting, applying, and gaining insights into specific topics under study on a regular basis.
- ○ generates and implements service-learning (or work-based) projects to bridge theory with practices and helps students gain first hand experiences about the various career options in the community.

Challenging Activities

Teacher:

- ○ plans, designs, and implements lessons that are rich in promoting students' higher order thinking skills (HOTS).
- ○ explains, models, and monitors students' ability to acquire, comprehend, analyze, synthesize, and evaluate their own learning on a regular basis.
- ○ provides guidelines and scoring rubrics that lead students to follow specific scientific methods in their project-based learning activities and demonstrate self-assessment skills and ability.
- ○ is aware of the nature of learners with respect to the developmental levels of cognitive abilities in performing scientific thinking process—such as observing, ordering, relating, applying, analyzing, evaluating, etc.—in order to provide responsive modeling, feedback, and support, as well as prevent mislabeling of students for cognitive delays.
- ○ reaches out to the families and communities to obtain multi-dimensional aspects of strategies or funds of knowledge commonly used in students' home in order to generate meaningful opportunities for students to clarify and apply culture-specific approaches to solve problems in specific domains.

Instructional Conversations

Teacher:

- ○ arranges the classroom according to instructional goals to promote conversation between the teacher and a small group of students on a regular basis.
- ○ applies diverse entry points to actively motivate and engage students to contribute in instructional conversations at a rate higher than teacher talk.
- ○ co-constructs with students a clear rubric to monitor classroom's instructional conversations that are aligned with instructional objectives and text-based evidence, that encourage students' expression of personal interpretation/opinions, that permit fair and full participation, and that lead to a joint product to reflect learning outcome.
- ○ practices active listening to respond or elicit student responses to help student clarify concepts, model the use of language, or assess student learning.
- ○ establishes group rotating routine, scheduled adult helper or peer tutors and meaningful independent seat work or activity/learning centers to provide teacher-led small group instructional conversations for specific instructional goals on a regular basis.

Diverse Entry Points

Teacher:

- ○ utilizes quantitative entry points allowing students to use number, calculate, measure, chart, graph information to enhance in-depth learning.
- ○ utilizes logic entry points, aligned with challenging activities, engaging students to classify, reason, order, compare, etc. to enhance in-depth learning.
- ○ utilizes narrative entry points encouraging students to listen, read, write, orate, act, and respond to relevant topics to enhance in-depth learning.
- ○ utilizes aesthetic entry points providing students opportunities to apply as well as reveal artistic inclination and strengths to enhance self-esteem and in-depth learning.
- ○ utilizes experiential/hands-on entry points immersing students in real-world activities to enhance in-depth learning.
- ○ utilizes existential entry points assisting students to generate fundamental or philosophical questions to enhance in-depth learning.
- ○ utilizes interpersonal, or social-cooperative, entry points motivating students to interact, collaborate, and promote mutual respect to enhance in-depth learning and excel in joint productive activities.

a less restrictive resource program where they could still be educated with normal achieving peers. Such a placement decision was often justified on the basis that these English language learners could not read as well as their English-speaking peers placed in the resource program. Therefore, adding such a student in the resource program will inadvertently tip the balance of an existing special education resource program. In other words, there was no block of time that could be utilized to provide "individualized services" for this student who has not learned to read.

More challenges are anticipated in a restrictive placement for English language learners with school-identified "mild" learning disabilities (LD). For example, currently we face an extreme shortage of qualified special education teachers across the nation, particularly in California. Consequently, students will be served by a constant parade of substitute teachers with little or no continuity to address their educational needs. When placement is in an SDC setting, as observed in our study, teachers and instructional associates are likely to manage students' challenging behaviors and social misconduct rather than addressing students' academic needs on a daily basis. Subsequently, the access of English language learners with mild LDs to grade level core curriculum may be limited if they are placed in an SDC.

> *When placement is an SDC setting, teachers and instructional associates are likely to manage students' challenging behaviors and social misconduct rather than addressing students' academic needs.*

It is reasonable to assume that throughout this particular Chinese American English language learner's formal schooling, teachers and school personnel were and are eager to provide best services for him in the least restrictive environment. Nevertheless, he is now placed full time in all core curriculum areas within an SDC environment. Could this student's educational reality be just an isolated case? It is unlikely because in Year II of the study, we observed another very pleasant, sociable and hard working Vietnamese American English language learner who was staffed for special education services for mild learning disabilities, and who read four grades below his peers. Obviously their reading challenge did not just occur at the sixth grade level.

In 1995, upon completing a long term follow-up study among Chinese American English language learners with mild LD in inner-city and urban schools, I talked about when they are not model minority students; I suggested that they will experience missed learning opportunities (Chang, 1995a; 1995b). As we head into the new millennium, we are still documenting such missed learning opportunities each year. What can we do to guarantee their learning opportunities in schools and prevent them from being sent to more restrictive schooling once they enter middle schools?

In this article, I generated a dual-function checklist (See Table 1) from cumulative research findings from major national research centers, as well as our own field observations and studies, to highlight the outstanding features of effective instructional environment. The items presented in the checklist are informed by two theoretical frameworks that guided our intervention studies in the last two years (Chang, 1998; 2000). The function of this checklist is twofold: First, it serves as the guide for teachers to monitor their own best practices in the classroom. Second, it is highly recommended for a school assessment team or family/community advocates adopting the checklist as a means to look beyond the child and instead of focusing on the type of instructional environments in which the student experienced academic challenges.

Foundation for the Checklist

In this section, I briefly stated the two guiding theoretical frameworks that we adopted for the project and also for this dual-function checklist. Readers can access details of the frameworks and its praxis from their Web sites. The first group of five effective teaching standards was based on the sociocultural theory of learning (Tharp 1997). These standards are being promoted and further studied at the Center for Research on Education, Diversity, and Excellence (CREDE) (see www.crede.ucsc.edu). These five standards are: 1) Joint productive activity: Teacher students producing together; 2) language development: developing language across the curriculum; 3) making meaning: connecting school to students' lives; 4) cognitive challenge: teaching complex thinking; and 5) instructional conversations: teaching through conversation. These standards were advanced over continued consensus building and field testing to address needs among all types of learners (See http://www.crede.ucsc.edu/Standards/Effectiveness/effectiveness.html.) Moreover, they are critical to students who must rely on effective and culturally responsive teachers to succeed in school.

The second framework is Howard Gardner's (1983; 1999a) theory of multiple intelligences (MI). Specifically, I would like to focus on his promotion of adopting MI as diverse entry points (Gardner, 1991; 1999b). He suggested that the diverse entry points can be pathways to facilitate teachers and students' ability to provide access for in-depth exploration of teaching and learning activities. The entry points, according to Gardner, are like windows/doors to a room or openings/pathways into the domain of knowledge (www.pz.harvard.edu/SUMIT). MI as diverse entry points provides educators with a framework to closely examine school curriculum and instruction to provide meaningful and fair access to diverse learners. Kornhaber and her associates closely examined 41 schools using the theory of MI (www.pz.harvard.edu/SUMIT) and learned that such practices were most beneficial for those students facing challenges in schools and exceptional learners.

Based on my own research conducted in Northern California and Taiwan, MI serves multiple functions in the education and lives of Asian Pacific American individuals (Chang, 1999). Through the reactions and responses I collected from credential candidates over the years after they read my 1999 article published in ***NABE News***, the consensus was that MI would be applicable in their own classroom to support a wider range of learners. The multiple functions should be included at least in sensitizing these learners' homes and communities to value their abilities within perceived disabilities or limited English proficiency, substantiating respect among diverse professional aspirations beyond traditional contexts of preferred career paths, and recognizing individual differences in formal schooling, to name a few beyond our adopting MI as the diverse entry points.

A Plea for APA Students in Need of School Support

Not all APA students have had the same prior learning experiences and language use that are conducive to school learning. When they are not performing as well as their same ethnic peers or students from dominant language groups, it is critical to inform them about the concepts and applications of MI critical to function effectively in the new millennium (although this should preferably be done earlier, prior to their falling behind). They need to be assured of their own potential for personal, language and academic growth to meet school expectations as well as observable multi-strengths based on MI theory, measured beyond standardized test scores through diverse entry points. Students need support to see themselves as a viable being beyond day-to-day struggles with limited or no-proficiency in the English language and expected academic performance.

When they experience any setbacks in developing reading or other school related skills, please don't hesitate to seek other teachers' support, such as California's Student Study Team, or other states' Teacher Assistance Team. It is not productive seeking special education referral initially before utilizing all other meaningful support available to teachers and students in order to address such students' unique needs. However, the support to students hopefully is aligned with the items addressed in Table 1.

Letting these students fall so many grades below their peers in reading almost guarantees that they will be placed in a more restrictive environment in middle school as reflected in the two cases I reported earlier. Should these students be placed in special education, it is critical to observe them regularly in any type of special education placement setting over a period of time to realistically monitor to what extent their goals and objectives to achieve reading and language development as well as specific district's content standards could be met in a year. Close monitoring through classroom observations over time will better guarantee the students' IEP team members the precious time for proactive actions to better address their educational and social needs long before they leave for high school.

Some teachers are open to or encourage cooperative learning in a classroom. It is important to provide sufficient training to many APA students who may need guidance to function effectively in group learning situations. In addition, many of their parents may not have experienced such instructional activities in their formal schooling nor understand the value of such teamwork in school. Informing the parents of these students about the values—as stated in the checklist—is just as important as enhancing teachers' implementation of these critical practices. Educating the whole family teams, including their social network, about such innovative practices, particularly the checklist generated from research based findings and national center's cumulative work, is one viable pathway to forge productive partnership with these parents or family/community members. Such multi-dimensional collaborations beyond classroom will directly address the optimal learning opportunities for these learners to succeed in school and lead a more productive schooling and daily lives. ○

Ji-Mei Chang, Professor at San Jose State University, is the Principal Investigator of a professional development Research Project involving APA English language learners, funded by the Center for Research on Education, Diversity, and Excellence (CREDE) at University of California, Santa Cruz.

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ESTER J. DE JONG, FRAMINGHAM PUBLIC SCHOOLS, MA

Framingham is a suburban community in Massachusetts with an urban flavor of diversity, located 20 miles west of Boston. The K-12 public school system enrolls almost 8,300 students, 25% of whom speak a language other than English at home. Approximately 17% of the total student population is enrolled in a Spanish or Portuguese bilingual program or a self-contained English as a Second Language program. Besides a general Spanish bilingual program, there is a two-way bilingual education (TWBE) program for native English speakers and native Spanish speakers (currently implemented in Grades K-11).

Framingham has had a traditional Transitional Bilingual Education (TBE) program for Spanish and Portuguese speakers for many years. A few years ago, there was a shift in leadership and an increased understanding by the bilingual program staff that change was necessary in the TBE program. The staff's impressions were substantiated by achievement data. These data showed that students in the Two-Way bilingual program consistently outperformed students in the Spanish TBE program on standardized tests in Spanish and English (reading and math). With this knowledge, it was difficult to maintain the same transitional program. If one program clearly produced superior results, why relegate any students to an inferior design?

This article describes how we changed the old TBE program into a bilingual program more consistent with the literature on quality bilingual education without turning the program into a TWBE program.

The Process of Change

Our first step was to identify why the two-way program was more successful. Key elements included:

- A clear program design that articulated usage of the two languages from grade level to grade level.
- The native language continued to be used for academic purposes after the introduction of English (for the native Spanish speakers).
- A consistent and gradual increase in English literacy and the use of English for concept building in other content areas.
- Clearly defined outcomes and accountability.

However, we could not simply turn the TBE programs into TWBE programs. After all, TWBE programs are not well equipped to take in new students and require extensive curriculum planning, teacher training, adequate materials in both languages, and parents/community support. These conditions were not in place in the schools with TBE programs. We also strongly believed that TWBE is only one form of effective bilingual education; there are other effective, quality bilingual programs (Brisk, 1998).

Thus, we started a process of changes in program design and implementation. First, we elicited input from the staff and school administrators during staff meetings and incorporated their suggestions into the new design. When the design was finalized, we shared the design and its rationale with the superintendent and presented it to the Framingham School Committee.

The New Design: From TBE to GBE

We wanted to incorporate as many features of the TWBE program as was feasible in our new program design (See Figure 1 for the design). Since our goal is to provide quality education in both languages, we decided to change the program label: it is now referred to as "general bilingual program" in order to distinguish it from our two-way bilingual program. In our new design, we particularly focused on consistency in language use and student integration.

Language Distribution

The new design conceptualizes the program as a K-5 program design where the native language continues to be used in the upper grades for literacy as well as for content area development for all students. The program is therefore a maintenance/late-exit program and increases the status of the native language.

The English component was made more explicit, was more carefully planned from grade to grade, and incorporated sheltered English content teaching starting in third grade. It was important to stress the English component over a K-5 span to reflect the understanding that it takes time to master academics through a second language.

A third element was the explicit allocation of time to each language and its usage for content matter. Although it was not expected that teachers would adhere to these percentages rigidly, they do reflect a goal for the program.

Student Integration

As can be seen in Figure 1, there is an academic integration component at the upper grade levels (grades 3-5) for math, science and social studies (shaded areas)[1]. Integration is important because it:

- avoids extended segregation of bilingual program students from native English-speaking peers;
- provides optimal opportunities for the social, academic and linguistic dimensions of learning (Glenn & de

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Jong, 1996); and

- integrates the bilingual program into the school culture.

During the integration time, teachers integrate their students for selected social studies or science units. The integration component does not follow an alternative, added-on curriculum but focuses on the grade level content that needs to be taught. An integrated group of students consists of 50% students from the standard English curriculum classroom and 50% students from the bilingual classroom. The social studies/science or math units are taught as sheltered English units within a context that emphasizes the value of two languages. There are no specific goals for the native English speakers to learn Spanish or Portuguese, although they are exposed to the language. The bilingual students' native language is accepted by students and by the teacher, even though the majority of the instruction is in English.

The 1999-2000 school year represented the first district-wide implementation year of the integration component. Before that, individual teachers had experimented with integration. Expectations for the first year were one hour of integration in the content areas on a weekly basis in the Fall and, in the Spring, a complete content unit. We considered these expectations minimum expectations; and many pairs went beyond this 'requirement'. To support the implementation of the integration component, we organized five full-day workshops provided for all pairs, which focused on the process of second language acquisition, sheltered English teaching strategies, integrating language and content, and assessment. The workshops always included planning time for each pair, which proved to be a crucial component.

The teachers have seen many important positive effects of the integration. Students got to know one another as learners, and they mastered the academic and language content. Importantly, spending time in both classrooms helped to demystify what was going on in the "other" classroom. Students saw that the same academic content was taught in the bilingual and the standard curriculum classroom, even though the language of instruction was different.

Conclusion

Our initial experiences with the new design have been very positive. The staff has embraced the program design because it clearly describes the expectations from grade to grade. Moreover, it values bilingualism as a program outcome and supports bilingual education as a quality education for bilingual students and rejects a remedial approach to language minority education. Discussions about the program have become more focused and the design has become a tool for training new staff and administrators.

One of the elements we have continuously stressed during our conversations is accountability: We will continue to closely analyze our achievement data to see whether the changes we are making will in fact lead to the desired outcomes. (Test data are now presented annually to the staff.) Data include reading and writing proficiency, oral proficiency, and standardized achievement tests in Spanish and English. Key to the successful implementation has been the buy-in of the staff and school administrators, professional development, and on-going dialogue with the staff about the actual implementation of the new program design. ○

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Notes

[1] K-2 also integrates students but does so with a focus on social integration.

Figure 1 - General Bilingual Education: Program Design

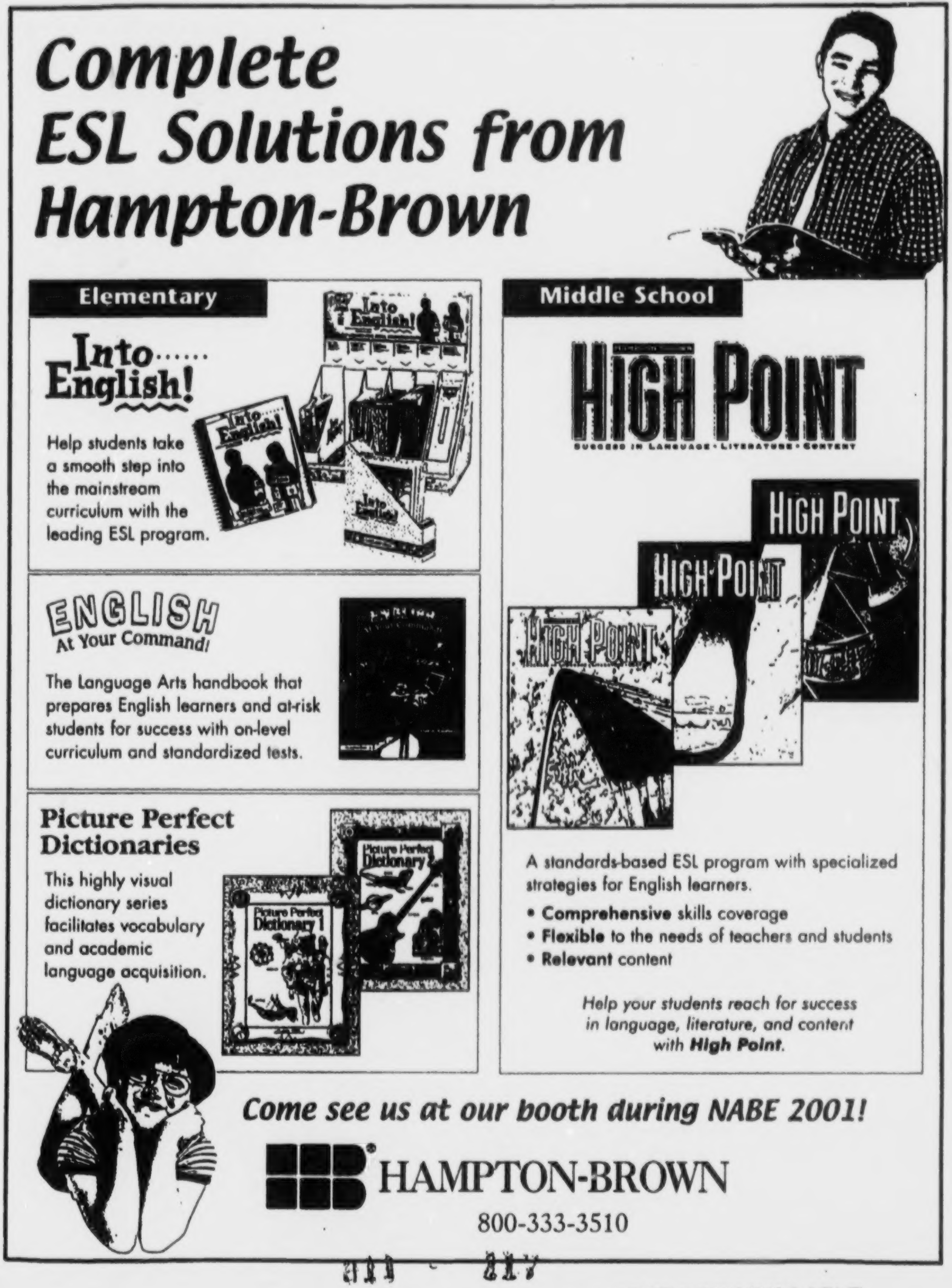
Language Distribution by Grade Level

	K	1	2	3	4	5
L1	80%	70%	60%	60%->50%	50%	50%
L2	20%	30%	40%	40%->50%	50%	50%

Language Distribution by Subject Area

	K	1	2	3	4	5
LA-L1	L1	L1	L1	L1	L1	L1
LA-L2	ESL	ESL	ESL/L2	L2	L2	L2
Math	L1	Concept building in L1; review in L2.	Concept building in L1; review in L2.	Concept building in L1; review in L2. Some concept building through L2.	L1/L2: concept building through both languages.	L1/L2: concept building through both languages.
Sci/SS	L1	Concept building in L1; review in L2.	Concept building in L1; review in L2.	Concept building in L1; review in L2. Some concept building through L2.	L1/L2: concept building through both languages.	L1/L2: concept building through both languages.

L1 = Native language art (Spanish or Portuguese)
L2 = English language arts
ESL = English as a Second Language (focus on oral language)
Shaded areas = Content areas for integration and/or sheltered English units



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ISSUES IN INDIGENEOUS BILINGUAL EDUCATION

Column Editor: Dr. Jon Reyhner, Northern Arizona University, AZ

Hard Truths, Deep Structure, and Bilingual Education

After some thirty years of bilingual education, one would think that it would be more firmly established than was indicated by the passage of Proposition 203 in Arizona this past November, Proposition 227 in California in 1998, and similar efforts to abolish it elsewhere. This is especially true because in 1968 the Bilingual Education Act passed through Congress under its unanimous consent provisions where a single member could have stopped it.

Despite its current troubles, the research on school reforms indicates that bilingual education is doing better than most reforms. In her book *Hard Truths: Uncovering the Deep Structure of Schooling*, Barbara Benham Tye (2000) reviews the extensive research on school reforms that finds the vast majority of reforms spring quickly to life and quickly die out within ten years or sooner.

Tye's book helps explain the continued resistance to bilingual education and many other reforms because they threaten the deep structure of established practices and institutionalized inequality in American schools. In addition, the "soft" nature of much federal and other grant funding, including much bilingual funding, has led many bilingual and other innovative programs to falter and die with the inevitable withdrawal of federal financial support.

Hard Truths

To an extent, bilingual education was oversold back in 1968 as a panacea to deep rooted social and economic problems causing the low academic achievement of many minority students, in the same manner as the anti-bilingual education, English immersion initiatives are being oversold as quick fixes today. Additionally, in its early days—and to a degree even today—bilingual education was handicapped by a lack of curriculum materials (especially for students speaking American Indian languages) and trained professionals to implement it—including teachers, administrators, and teacher trainers.

Furthermore, the ill-fated *Lau Remedies*, that forced reluctant school districts to adopt bilingual education, helped coalesce the opposing forces and further aggravated the shortage of trained personnel (Crawford, 2000). Even worse, a minute fraction of bilingual programs largely excluded English from their curriculum, and these became "poster children" for the English-only movement.

> *"Tye's book helps explain the continued resistance to bilingual education and many other reforms because they threaten the deep structure of established practices and institutionalized inequality in American education."*

Educational Reforms That Do Survive

When one examines the power structure in American communities that influence school board and school administration decisions, it is interesting to see how a few programs, not necessarily complementary, prosper and grow while most others die or are constantly threatened. For example, special education programs survive and grow as handicapped students are mainstreamed into regular classrooms, while at the same time gifted and talented programs, that pull students out of these same regular classrooms, also find strong support.

I see the explanation of the relative success of these seemingly contradictory efforts to help exceptional students as one of power. Parents from middle and upper socioeconomic levels have handicapped children, and they want the best for them, so they insist on them not being segregated and being treated better. At the same time they often provide a rich literacy environment for their "normal" children so that they sometimes even know how to read when they reach school age. Parents want the best for these "gifted" children as well and insist on special programs for them. These middle and upper socioeconomic status parents have the political power to get what they want from schools, whereas language minority parents lack political power.

In the world of *Realpolitik*, the question is: How can bilingual education advocates tap into the power structure of their communities to create greater support for programs that historically have served relatively powerless low-income immigrant and other minority families? One answer has been two-way/dual-language programs that mix "gifted" English-speaking children in the same classroom with low-income, non-English speaking children. Even the most vocal opponents of bilingual education have nice things to say about two-way programs (Cummins, 2000).

I say "gifted" English-speaking children because it is the same parents that give their children a rich literacy environment at home who will most likely be the ones to realize the value placed on second languages in universities and want their children to be in dual language programs. Recently Arizona's conservative Goldwater Institute criticized the state universities for cutting back on foreign language graduation requirements. Ironically, I have not heard that it opposed Proposition 203.

Changing the Deep Structure

One weakness of bilingual education is the failure to build widespread strong grassroots support for it even among the groups it serves (Crawford 2000).

(continued on page 46)

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PARENT INVOLVEMENT IN BILINGUAL EDUCATION

Column Editor: Aurelio M. Montemayor, M.A., IDRA

Valued Parent Leadership

BY AURELIO M. MONTEMAYOR, M.ED. AND ANNA ALICIA ROMERO

All families are valuable; none is expendable. The Intercultural Development Research Association (IDRA) adapted this phrase from our very successful Coca-Cola Valued Youth Program in which we model the paradigm of valuing. Our use of the word *valuing* is deliberate and pragmatic. We wish to champion and speak for the inclusive, nondiscriminatory and triumphalist idea that all families (particularly those who are economically disadvantaged, minority or speak a language other than English) are inherently good and worthy of being treated with respect, dignity and value.

IDRA's goal is bigger than parent *involvement* in education, rather it is parent *leadership*. This model is a vision of all parents as advocates of excellent neighborhood public schools. We consider leadership the culminating set of activities in a spectrum of parent participation. In this context, leadership is:

- inclusive,
- expanding,
- based on peer support and rotating responsibilities,
- ongoing invitation and support of new leadership,
- connecting parents and communities across race, ethnic and class divisions,
- focusing on collective action for the good of all children, and
- building relationships and trust that are essential to the process.

The characteristics we support in the development of leadership are in contrast to some traditional parent leadership models that emphasize individual assertiveness and charismatic advocacy. Our process supports parents in learning to work in groups, planning and carrying out activities, speaking in front of groups, and developing other personal skills and traits that develop the individual. Yet, beyond the personal assertiveness, our emphasis is on collective action, listening to peers, and revolving tasks and leadership roles.

IDRA Parent Involvement Model

IDRA's concept of the leadership role is part of a broader schema for parent involvement. Our underlying assumption (paradigm) is that of *valuing* as illustrated in facilitating parents to identify the strengths and assets in themselves and their peers. Key characteristics of the process include the following.

- Establish strong communication links and relationships among parents.
- Support and nurture networks with schools and community organizations.
- Recruit peers to participate and support emerging leaders to train other parents and community members to be leaders.
- Listen to peers by conducting focus groups with other parents.
- Reflect on activities, debrief, acknowledge successes, analyze actions, and integrate lessons learned into future plans.
- Provide contexts and opportunities for parents to be spokespersons and advocates.
- Learn to work in groups, including conducting meetings, listening to all ideas, resolving conflicts, making decisions, carrying out plans of action, and evaluating results.
- Support long-term relationships among participating families.
- Act on issues of current interest.
- Plan and carry out conferences *for parents by parents* on the topic of public education.

Comparison of Two Parent Involvement Typologies

Currently in the field of parent involvement, Joyce Epstein's "Six Types of Involvement" from *School, Family, and Community Partnerships* is the major comprehensive model that is research-based. The perspective of the Epstein model is institutional. It works well to help schools look at a variety of ways to reach out to and involve families.

Epstein's six types of parent involvement are:

- parenting,
- communicating,
- volunteering,
- learning at home,
- decision-making, and
- collaborating with the community

The Epstein model sees each type of involvement as an area of responsibility that the school must carry out in a comprehensive and well-designed parent involvement program.

The perspective of the IDRA model, on the other hand, is parent-centered (Montemayor, 1997). IDRA's four types of parent involvement are:

- parents as teachers,
- parents as resources,
- parents as decision-makers, and
- parents as leaders and trainers.

The IDRA model differs from the Epstein model in significant ways. For example, "parenting" and "learning at home" are part of IDRA's first step, "parents as teachers." "Communicating" permeates all four steps in the IDRA model. "Volunteering" is a part of IDRA's "parents as resources" step. "Collaborating with the community" is part of IDRA's "parents as resources" and "parents as leaders and trainers" steps.

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In the IDRA model, *valuing* and *assets acknowledgment* undergird each step of participation. We see the parent as teacher, first of all. This validates and acknowledges all the parent already is, has done and will continue to do with his or her child: as parent, teacher, communicator, supporter, role-model, values transmitter, etc.

"Parent as teacher" is usually of greatest interest to most parents who are not actively engaged with their child's school. Research shows that the effects of parent influence are greatest in reading: If the family reads, the child will read. Similar research findings exist for amount of time spent watching television and school attendance.

The next level in the IDRA parent model is a further opportunity to validate and give respect to the parent as an experienced, capable, thinking and complex being. We support parents to be and be seen as rich resources in language, culture, history, empathy and many other possibilities to the school beyond simply volunteering to do chores and raising funds for the school.

> *"The leadership aspects that we will continue to nurture surround issues of sustainability, tenacity and commitment over time."*

In the third level, parents as decision-makers, IDRA supports and encourages parents to participate in all aspects of the school process. They should be recognized as full partners in planning, curriculum and instruction. This does not mean asking professionals to abdicate their responsibilities but finding means of integrating parent points-of-view and experiences into all aspects of running the school.

The decision-making effort, which is a strong move in the direction of leadership, has been documented, and training materials are available. Though not as common or as widespread as the materials for parents as teachers and parents as resources to schools, there is a body of literature that supports developing parents as decision-makers on committees and boards. The research idenufies skills needed to work effectively in groups.

The fourth level of IDRA's model of parent participation, the focus of this article, is parents as leaders. In our definition and experience, this kind of leader is one who listens deeply to his or her peers, who accepts responsibility for advocating the rights of all children, who is assertive but also accepts rotating responsibility, who values collective action more than personal recognition, and who trains other parents to be leaders.

The method that the IDRA model emphasizes goes beyond most schema for parent involvement and has been the least documented and researched outside of IDRA. Yet the need for this kind of leadership is great.

Parents express their suggestions for program improvement.

Laboratories for Leadership Development

In 1995, IDRA launched a focused and sustained effort to carry out our parent involvement model, with strong focus on the leadership level. With the support of the Ford Foundation through its national Mobilization for Equity, and in collaboration with the National Coaliton of Advocates for Students (NCAS), IDRA established a pattern of community conferences that served as training laboratories for leadership.

The challenge accepted by the participating parents was to plan and carry out an educational conference *for* parents *by* parents. The constants in the process were dialoguing as peers, mutual listening, reporting to large groups, connecting conversation to action, and refining through reflection.

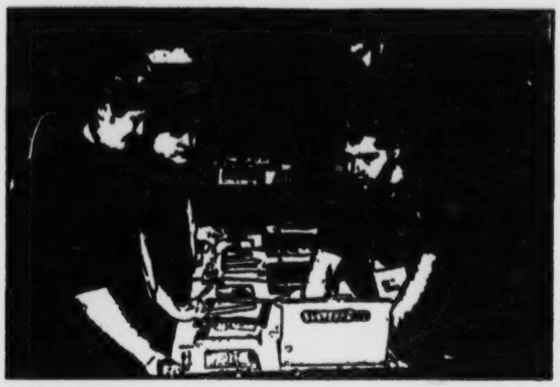
A key element in each conference has been that each major speaker is followed by small group discussions and reports from the small groups. The small group discussions are critical in allowing all participants to voice what the main points were for them, what they learned, and implications for their action. By having a report from each group, the discussions are given further validation, and the number of individuals presenting before the large group is increased significantly.

The parents play many roles in the process. All of them are part of the planning. Key tasks in carrying out the conferences included: assisting with registration and welcoming guests; providing the breakfast snacks; ushering and organizing the seating arrangements; being mistresses of ceremonies; making presentations in workshops; facilitating small group discussions; reporting to the plenary group; networking and forming new connections; encouraging feedback and gathering evaluations; and debriefing and reflecting together. Each conference enabled all aspects of the planning, carrying out and evaluating to be a learning experience for the parents and families involved.

Initially, four of the events were local conferences held in San Antonio, independent of any other organization or group. A loose knit group of parents and others in the community called themselves FUEGO (Families United for Education: Getting Organized [*Familias unidas para la educación: ganando organizadas*]) (Romero, 1997).

In addition, a small group of parents in Boerne, near San Antonio, held its own local conference with support from FUEGO parents. A group from Project ARISE, based in the Lower Rio Grande Valley, and mostly from unincorporated communities called *colonias*, attended the Boerne conference. They have recently held their own conference, which included discussions on education issues. A group in El Paso, *Bienestar Familiar*, has also recently held its own education conference with the guidance and support of IDRA staff.

Parallel to these events, IDRA has assisted with parent institutes held as part of state and national organization events (Montemayor, 1999). In 1998 and 1999, FUEGO parents planned, carried out and evaluated two parent institutes held in San Antonio and Corpus Christi for the Texas Association for Bilingual Education. In 1998, FUEGO parents helped plan and carry out a parent institute for the National Association for Bilingual Education (NABE) convention held in Dallas. In 1999, assistance was given to the parent portion of the NABE convention in Denver. This past February, the San Antonio parents planned, hosted and carried out the parent institute for the NABE national convention held in San Antonio.



Participants visited the exhibit hall and technology alley.

As part of the Seventh Annual IDRA *La Semana del Niño* Early Childhood Educators Institute, a parent institute was held with more than 150 parents participating. This reflected the results of a new outreach effort being piloted by IDRA. Parents and some educators from San Antonio and other Texas sites participated in bilingual (Spanish/English) presentations on parent leadership and bilingual early childhood education. As in previous conferences, there were small group dialogues and reports to the large group.

During the last three years, IDRA has been expanding parent leadership opportunities by hosting live interactive videoconferences. For each, we have joined 10 or more Texas sites with educators and parents. The presentations and conversations have been bilingual (Spanish/English), and the panelists have been parents and educators presenting on parent leadership, bilingual education, quality early education programs, and after school programs. The process has allowed for interaction across all sites, with discussions and problem solving using vignettes related to the conference topics. These videoconferences also gave new access to technology to parents who had not previously experienced it and provided one more type of laboratory for leadership development.

Advocacy can burn out the isolated leader. IDRA has had consistent and persistent success in our efforts to support parent leadership. We have seen some people pull back and then return. Because of this phenomenon, we encourage emerging leaders to follow our model of peer support and connection. The leadership aspects that we will continue to nurture surround issues of sustainability, tenacity, and commitment over time.

> *"The easy or expedient path in parent involvement research is to document 'good' vs. 'not-so-good' family patterns and then develop a program to turn the 'not-so-good' to 'better'..."*

We have participated in and experienced other programs that focus on teaching parents their rights. Many advocacy organizations have developed excellent materials and training programs to do this. We do not wish to recreate those processes, and we support any and all programs that teach parents about their rights and the children's rights.

Research Challenges

IDRA operates on a research-based and data-driven process. Yet our commitment to all children is, in many aspects, an act of faith and a position of advocacy that comes from our sense of justice, democracy and compassion. We will not be diverted by faulty research that attempts to prove an inherent inferiority of particular ethnic groups. We will never support the idea that economically-disadvantaged, limited-English-proficient and minority-families have little hope for their children to succeed in school because of inherent "deficits" in their family structure, culture or class. In fact, IDRA has research demonstrating otherwise (Robledo Montecel, et al., 1993).

Currently, research on what affects student achievement is driving reform efforts. In this environment and public dialogue, high standards have become the linchpins of improving education and creating an educated citizenry. There are obviously serious questions to many parts of the syllogism. One widespread, though questionable, indicator is the standardized test. Test scores are being touted as effective measures of student achievement, and, therefore, indicators of good schools, effective curriculum and instruction, equity, and good parent support.

All IDRA efforts are aimed at producing excellent schools that work for all children. So in our parent participation efforts, we recognize the importance of students learning, achieving and having great success in school, from the elementary school level to the post-secondary school level. We are left with the challenge to support parent advocacy of these issues on the one hand, and the need to measure impact of parent advocacy on the other.

IDRA's court testimony on the rights of children of undocumented workers to a free public education is an example. We measure our impact by those thousands of children who are receiving an education in spite of prejudices that others may feel toward recent immigrant families. We know that all those students that have become literate and computer-proficient citizens and workers in our society would have ended up as illiterate low-wage earners in bottom level jobs if the Supreme Court had not defended their right to an education. We don't know what the reading and math scores are for children whose parents are without documents, and we haven't set up a research project to measure the impact of *Doe v. Plylar* on the academic achievement of the children who had one less obstruction for going to school.

We must advocate parent leadership in spite of the difficulty of measuring its impact. This difficulty is not a problem of having no impact to measure. It is in determining how to measure the impact on children's learning, over time, of a single

Parents learn about each other and discover their strengths.

factor (parent leadership) in the midst of multiple factors.

Our challenge is to find the ways to document the effects of parent leadership in education. When a group of courageous parents defend their children's right to have a state-of-the-art campus in their *barrio* with effective, appropriately credentialed teachers and with spacious facilities and reasonable student-teacher ratios, we must document the effect on the children. It is likewise important that we document and recognize the value of parents defending their own rights to be heard and seen as real stakeholders in education. It can be done, and we encourage the research community to put effort into it.

Otherwise, we will continue to show simply that parents who read produce children who read. As a result, schools' activities for parent involvement will primarily consist of classes to teach parents to read and help their children with homework. We will continue to focus on changing the current concern of "improving the family" as the main issue in parent involvement.

The preponderant volumes of research are looking at family patterns, education and relationships at home. From these studies, researchers will continue to portray families through deficit model lenses. Some families are broken and need to be fixed. The easy or expedient path in parent involvement research is to document "good" vs. "not-so-good" family patterns and then develop a program to turn the "not-so-good" to the "better" and document how the children improve in school when their parents become "better" parents. Usually, this pattern merely serves to reinforce race, ethnic and class biases.

Moreover, there is a burgeoning industry of parent educators who are developing programs to meet the needs of parents who feel guilty about not being the best of parents. This "guilt trip" is clearly a cheap shot aimed at parents who feel they haven't been perfect in rearing their children…the vast majority! We at IDRA are not assuming perfection, nor are we impractical idealists about families. Obviously, some families have serious problems. But that reality can apply to families of any race, ethnicity, culture, class and neighborhood. Perhaps family "problems" are simply more visible in

(continued on page 40)

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President Clinton and Congress Agree on a Historic 18% Increase in Education Funding for FY2001—Bilingual Education Increased by $48 Million

BY PATRICIA LOERA, ESQ., NABE

On December 15, 2000 Congress approved the final fiscal year (FY) 2001 education funding bill which represents the largest investment in federal education funding in history. H.R. 4577 (Conference Report 106-1033) covering the Departments of Labor, Health and Human Services and Education passed by 292-60 in the House of Representatives and cleared the Senate by voice vote. Congress adjourned shortly after the votes were completed.

Overall, the final funding package provides $42.1 billion for the Education Department increasing federal education spending by a record $6.5 billion —an 18% increase over last year's funding levels. This is the biggest increase in federal education funding since the Department of Education was created in 1979. The final spending package was completed two and a half months into the fiscal year, which started October 1, 2000 and took twenty-one Continuing Resolutions (stopgap measures) to keep the federal government working while the White House and Congressional leaders negotiated the final spending package.

The Federal Bilingual Education Act was funded at the President's request of $296 million —an increase of $48 million over FY2000. The President's FY2001 proposed appropriation for Bilingual Education provides $180 million for Instructional Services, an increase of $17.5 million, or about 10.7 percent, over the FY2000 level. For the first time since FY1998, Support Services received an increase to $16 million — $2 million more than the FY2000 level. Once again, Professional Development programs received the largest increase to $100 million, a $28.5 million, or 40 percent more than FY2000.

> *The Federal Bilingual Education Act was funded at the President's request of $296 million.*

The spending package also increased the following programs:

- **$1.6 billion to reduce class sizes in the early grades**, a $323 million or 25% increase over last year to hire 8,000 new teachers. An additional 432,000 children would get the benefits of smaller classes.
- **$14 million for Foreign Language Assistance,** an increase of $6 million from FY2000.
- **$150 million for Emergency Immigrant Education Program.** Immigrant Education has been frozen for the last several years.
- **$1.2 billion for a new School Renovation Program** to renovate and repair about 3,500 schools.
- **$846 million for After School Centers**, an increase of $393 million, nearly doubling the program, to serve an additional 600,000 children and to open 3,100 new after school centers.
- **$6.2 billion for Head Start**, an increase of $933 million or 18% over 2000 to expand Head Start enrollment by 66,000 children.
- **$8.6 billion for Title 1 grants,** $660 million or 8% over last year - 850,000 disadvantaged students would receive extra help in reading and math, and turn around an additional 1,800 low-performing schools
- **$7.4 billion for Special Education,** $1.4 billion or 23% over 2000, increasing the federal contribution from 12% in 2000 to 15% in 2001 – the highest in the history of IDEA.
- **$692 million to improve teacher quality**, an increase of $244 million or 54% over last year to provide training in core academic subjects to up to 1.0 million teachers, reduce the number of uncertified teachers, and provide technology training to 110,000 future teachers.

NABE applauds the historic bipartisan $6.5 billion funding increase for education. This budget reflects the important role of education in the overall fiscal health and competitiveness of the nation's economy as well as its high priority with the American people. ○

FUNDING HISTORY (in millions)

	FY1998	FY1999	FY2000	FY2001
Instructional Services (Subpart 1)	$160	$160	$162.5	$180
Support Services (Subpart 2)	14	4	14.0	16
Professional Development (Subpart 3)	25	50	71.5	100
Total	**$199**	**$224**	**$248**	**$296**

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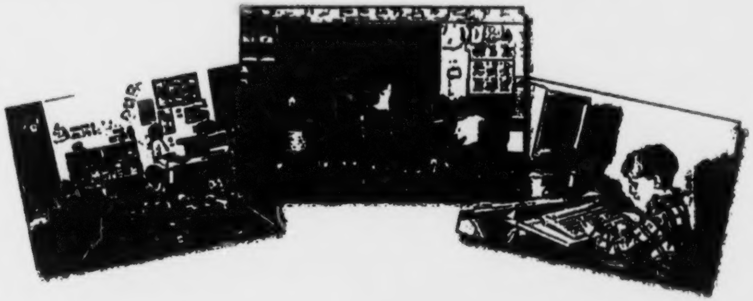

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The Education Agenda of President George W. Bush and the Education of Limited English Proficient Children

By Patricia Loera, Esq., NABE

On November 7, 2000, the American people went to the polls to elect a new President. Although the outcome of the election was not finalized until five weeks later, George W. Bush was selected as the 43rd President of the United States of America.

Now that the elections are over and a new administration has moved into the Department of Education, NABE members must be ready to respond to the President's policy agenda on education. Numerous political pundits surmise that education will be one of the top priority issues for the Bush Administration. At the same time, the Elementary and Secondary Education Act (ESEA) and numerous other pieces of education legislation will be reauthorized during the 107th Congress.

Although we do not have a crystal ball to look into the future, we can look at the statements of the Bush Campaign on President Bush's education agenda as a guide for the future regarding education policy during the Bush Administration.

> *"...NABE Members must be ready to respond to the President's policy agenda on education."*

In September 2000, The Mexican American Legal Defense and Educational Fund (MALDEF) issued a Policy Issues Paper for the Presidential Candidates in the 2000 Presidential Campaign. The following is one of the policy questions posed to and the written response received from the Bush Campaign. Visit **http://www.maldef.org** to see the full Policy Issues Paper and the full response from the Bush Campaign.

Question on Limited English Proficient Students

What plans do the Presidential candidates have to educate the growing numbers of students entering elementary and secondary public schools whose primary language is not English?

Bush's Answer: Educating our children is the most important thing we will ever do, and we must get it right. We will never be the nation we should be until every child in America is educated and no child is left behind. Today there is a persistent achievement gap in our public schools between Anglos and minorities, between disadvantaged students and their more affluent peers. Access is universal, but excellence is not. And whatever the cause, the effect is discrimination. We must challenge the status quo and enact bold education reforms that insist on high standards to match the high hopes of America's parents. To create an opportunity society, we must prize educational excellence and make it a top national priority—for every child of every accent and background.

Our goal in Texas is to teach all our children to read and comprehend in English. The ability to speak English is key to success in America. Many times, English-only programs send a signal that says "Me, not you; without taking into account others." I support a concept I call English-*Plus*, insisting on English proficiency but recognizing the invaluable richness that other languages and cultures bring to our nation of immigrants. Here in Texas, the Spanish language enhances and helps define our State's history.

My fundamental priority is results. If a good immersion program works, I say great. If a good bilingual program effectively teaches children to read and comprehend English as quickly as possible, I say great. Any program that is not [accomplishing this] should be improved or eliminated.

The standard is English literacy, and the goal is equal opportunity—all in an atmosphere where every heritage is respected and celebrated. And we must utilize our rigorous accountability system to judge whether bilingual programs are serving young students.

I believe that true education reform requires pressure from above about our high standards and competition from below to spur innovation. This requires redefining the relationship between the states and the federal government, granting freedom from regulation in exchange for results. That's why my plan harnesses the potency of choice, and accountability, and local control, and parental involvement, and results. I have high hopes and expectations of every single child in America, and every member of my administration will be committed to this goal: That no child will be left out or left behind. Education reform in Texas has earned high marks nationally, and I plan on bringing this same results-oriented philosophy to the White House.

Objectives of President Bush's Education Reform Plan

The Bush Campaign also issued policy statements on education, which can be found on the Internet (**http://www.georgewbush.com/issues/education.html**). What follows are **the highlights** of President Bush's education reform agenda.

President Bush's education reform plan has 6 basic objectives:

1. **Close the Achievement Gap between Disadvantaged Students and their Peers:**

- Empower low-income parents of students stuck in persistently failing schools with the option of transferring to another public school, or using their share of federal funding to pay for another option of their choice (including tutoring, a charter school, or a non-public school).
- According to the Bush Campaign's policy paper, *A Culture of Achievement*, President Bush proposes to consolidate most of the sixty programs authorized under the ESEA into five categories: improving achievement of disadvantaged children, promoting fluency in English, training and recruiting teachers, encouraging character and school safety, and promoting innovation and informed parental choice.

2. **Strengthen Early Learning:**

- Establish the *Reading First* program by investing $5 billion over five years to ensure that every disadvantaged child can read by third grade.
- Reform *Head Start* by making school readiness, including pre-reading and numeracy, its top priority.

3. **Raise Standards through Local Control, Accountability and Choice:**

- Restore local control by combining more than 60 federal programs into five flexible categories and have states establish accountability systems, testing every student in reading and math.
- Demand results by establishing a $500 million fund to reward states and schools that improve student performance and respond by withdrawing a portion of federal funding from states that permit student performance to decline.
- Help districts meet school construction demands by allowing state private activity bonds to be used for school construction and repair.

4. **Give Parents More Options from Kindergarten to College:**

- Publish school-by-school report cards on the Internet to arm parents with information.
- Double the number of charter schools through a *Charter School Homestead Fund* to provide $3 billion of loan guarantees for start-up and construction costs.
- Expand *Education Savings Accounts* by increasing the annual contributions limit from $500 to $5,000, and allowing funds to be withdrawn tax free to pay for expenses from kindergarten through college.
- Establish a $1.5 billion *College Challenge* grant to cover one-third of state costs to establish a merit scholarship program for students who take an advanced or recommended curriculum.
- Make it easier for parents to save early for college by granting complete tax exemption to all qualified pre-paid and tuition savings plans.

5. **Improve Teacher Quality and Increase Resources:**

- Consolidate and increase funds for teacher training and recruitment –a $2.4 billion fund for states to enact teacher accountability systems.
- Expand loan forgiveness from $5,000 to $17,500 for teachers with math and science majors who teach in high-need schools for five years.
- Increase funding for the *Troops-to-Teachers* program to $30 million to recruit former military personnel to America's classrooms; and establish a tax deduction for teachers to deduct up to $400 dollars in out-of-pocket classroom expenses.

6. **Restore School Safety and Promote Character Development:**

- Require states to measure and improve school safety; provide students in persistently dangerous schools with a transfer to a safe school.
- Establish *Project Sentry* to prosecute juveniles who carry or use guns and the adults who provide them.
- Improve discipline by requiring schools to enact a zero-tolerance policy on classroom disruption; enact a *Teacher Protection Act* to shield teachers from merit-less lawsuits.
- Triple federal funding for character education and expand the role of faith-based and community organizations in after-school programs.

According to political pundits, education will be the likely place for President Bush to kick off his legislative agenda. Many expect Bush to start with a non-controversial and bi-partisan supported education issue like the reading initiative he proposed during the campaign. Bush's reading initiative proposes to spend $5 billion over five years to make sure every poor child can read by the third grade. The next likely education issue Bush is expected to tackle is the ESEA reauthorization. Bush proposes to push through so-called "state and local flexibility initiatives" also known as block grants.

NABE is committed to working with President Bush's Administration and the Congress to ensure that LEP children are afforded equity and access to a high standards education. ○

NABE News

is now accepting submissions for its May/June issue on Responding to Standards and to LEP Student Needs.

For full details, see page 39.

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MESSAGE FROM THE PRESIDENT

(continued from Page 5)

Making It Happen

In preparing students to work in companies like Lexmark, we must work with local, state and national education leaders in assisting schools and in holding them accountable for helping students attain high academic standards, English language skills, and dual language literacy. In today's world, it is not enough to continue arguing the old paradigm that bilingual education works and that English-only does not. We must hold schools accountable for the high academic achievement of all students, for if schools are not offering all students the opportunities to achieve to the highest standards, language minority students will also fail.

It is ironic that the two states that have passed English-only legislation recently also have among the lowest test results in reading for all students participating in the National Assessment of Educational Progress (NAEP). For Arizona, NAEP results for reading in 1998 show that 82 percent of all fourth graders and 72 percent of all eighth graders participating in the exam scored **below the proficient** level. In California, for the same period and test, 78% percent of fourth graders and eighth graders scored below the proficient level.

It is clear that local and state governments that are failing in teaching reading skills to all students at all levels will similarly fail in teaching reading skills to language minority students. It is also clear that NABE, its membership and its state affiliates must join with all educational leaders to hold state and local governments accountable for the educational achievement of all students. English-only is not a panacea, not even for English-only students!

The mandate initiated by the early pioneers to promote educational excellence for language minority students continues and constitutes as large a challenge, or even larger, than twenty-five years ago. I exhort all educators to join with NABE in local, state, and national leaders to improve educational attainment and renew hope for a better tomorrow for all students. ○

ADMINISTRATION OF BILINGUAL EDUCATION PROGRAMS

Column Editor: Mary I. Ramirez, M.A.

Sharing My Thoughts on the Education of English Language Learners in New York City

LILIAN HERNANDEZ, OFFICE OF BILINGUAL EDUCATION, NEW YORK CITY BOARD OF EDUCATION

As a school girl in *El Barrio* (Spanish Harlem) in New York City, I didn't need bilingual education.(not that this option existed in the fifties!). I believe, however, that many newly-arrived classmates from Puerto Rico could have benefited from it. Instead, they sat confused, helpless, unable to understand their teachers. I still see those faces. I was *lucky*. I spoke English and Spanish. Deep inside I felt a twinge of guilt because somehow I knew I was lucky by accident. I had older siblings in school. They "brought" English to our Spanish-speaking home long before I entered kindergarten.

My luck ended when my family moved to Puerto Rico. Talk about culture shock! I felt alienated, uncomfortable in social, cultural and academic situations. My *kitchen* Spanish wasn't good enough. I couldn't express myself adequately, but I'd soon be attending a university in Puerto Rico! I was an excellent student—in English. Now I needed to be Spanish college-level smart. Until I caught up I felt frustrated—bad for any student's self-esteem at any age. Perhaps that's why I identify so closely with newly-arrived students.

In fact, the connections to my first language and culture, to my second language, and to other cultures I've been fortunate to encounter have greatly influenced me as have my teaching, guidance and administrative experiences in the school district and City University of New York. My role as the assistant to a nationally-known New York City Board of Education member also provided insight into policy formation and its impact on educational systems. My background informs my commitment to English language learners (ELLs) and assists me in my role as the Executive Director of Bilingual Education (OBE) for New York City. It serves as a rationale for advocating for *effective* bilingual/ESL programs and reinforces my confidence in New York City initiatives such as expanding and supporting dual language, newcomer and prevention/intervention programs.

Effective bilingual/ESL programs are key for ELLs, as are effective instructional programs for all learners. Currently, great emphasis is placed on higher standards. The work of my office has always reflected high educational expectations for ELLs; therefore, we welcome the challenges to meet more rigorous standards. OBE collaborates with central offices and district superintendents to help provide educational services to English language learners while supporting and valuing their primary cultures and languages. We needn't sacrifice a student's home language to learn English. In fact, research supports—including recent long-term studies here in New York City—that a strong foundation in the first language helps in learning others. I'd like to share some of these findings and other of our exciting initiatives for ELLs with my NABE colleagues.

> *Effective bilingual/ ESL programs are key for ELLs, as are effective instructional programs for all learners.*

A few demographics give an idea of the magnitude involved in educating New York City students in general, and ELLs in particular. Our public schools serve over one million students. About 15% of these students were ELLs served during the 1999-2000 school year; 65, 389 ELLs were served in bilingual/ESL programs; and 67, 295 of the ELLs were served in ESL programs only. Over 140 languages are represented, but the diversity and numbers of students speaking particular languages vary greatly from district to district (there are 32 community school districts, 6 high school districts, one citywide special education district) sometimes from school to school or within a school. The greatest language group is Spanish, with over 90, 029 students. Following are students speaking: Chinese (14,860), Russian (4,686), Haitian (4,325), Bengali (3,728). Closely behind are 3,667 Urdu speakers and 2, 539 Korean speakers. Adding to the complexity, students' learning needs are similarly diverse. Some students enter school at older ages with little previous formal schooling, yet the new standards and requirements for graduation from high school apply to *all* students. Requirements include the passing of subject area Regents examinations *and* an *English* Regents.

Initiatives Support High Standards

Due to space constraints, I will highlight only some New York City initiatives that support high standards for ELLs through assessment, curriculum, professional development and parental support. First, OBE has adapted the performance standards appropriate for ELLs' educational needs. To expand equity for ELLs, OBE has ensured the inclusion of Spanish, Chinese, Haitian and Russian student work samples for the New York City standards-based curriculum in language arts, math, science and for the applied learning standards.

Assessment is crucial in targeting students' educational needs and charting progress. Assessment must also be aligned with the standards and curriculum. Additionally, for ELLs, it is necessary for determining appropriate program entry/exit criteria. Therefore, OBE is involved in a series of initiatives with the Division of Assessment and Accountability (DAA). Uppermost is the major effort to update and re-norm the *Language Assessment Battery* (LAB) and use it appropriately *for entry criteria only*. For 25 years, the LAB was used to: determine entry criteria; assess student progress in English as a second language, **and** to assess exit criteria. The Board of Education of New York City is also collaborating with the State Education Department (SED) to develop more appropriate ESL progress assessments which will also be used to "set" exit standards.

Furthermore, the Board and SED are critical partners in translating Regents examinations at the high school level and in establishing accommodations to assist ELLs in passing the Regents. Additionally, OBE and DAA will adapt the *Early Childhood Literacy Assessment System* (ECLAS) for Spanish-speaking students (similar to the instructionally-based tool for New York City used with English proficient K-3 students to assess progress in literacy beginning in kindergarten).

Recently completed long-term DAA studies of ELLs have shown generally positive conclusions regarding bilingual education. The research has contributed to an understanding of the success of bilingual/English as a second language programs in facilitating the transition of ELLs into mainstream classes as well as their academic success after the transition.

The Development and Dissemination Schools Initiative, starting its third year of implementation, represents innovation and hope . Its goal is to increase the capacity of schools to develop/deploy a range of effective approaches/strategies to deliver high-quality instruction to help ELLs, grades K-12, achieve to high standards. We are working in schools throughout the city and planning program expansion for 2000-2001. Additionally, these effective schools will serve to establish/expand dual language initiatives. Dual language programs can serve a greater diversity of students and enrich educational/linguistic and cultural experiences of all participants.

Professional development in New York City is primarily the responsibility of each community school district, however, OBE provides staff development opportunities to new teachers and those already in the system. In fact, activities are generally inclusive of all teachers, whether bilingual, general or special education, since ELLs are often served outside bilingual programs.

Parents are a great resource and allies for teachers in educating students. The parents of ELLs are no exception. We must ensure that parents of ELLs are welcome in our schools as active participants in the education of their children. OBE provides forums for parents at district, central and state-wide levels (SABE conferences); we also helped establish newcomers welcome-centers in the Bronx and Brooklyn. Our office also develops and/or translates informational brochures regarding the school system for parents in various languages.

The responsibility of educating children in New York City nowadays often seems daunting or insurmountable. Ensuring that ELLs meet the highest standards present more distinct challenges. In our day-to-day endeavors, we can lose sight of overall accomplishments and achievements that have improved learning environments for ELLs. I thank Mary Ramirez and *NABE News* for the opportunity to highlight some on-going initiatives — and to remind ourselves here of some gains. There remains much work ahead, but my staff and I are continuing with our mission to educate English language learners in New York City to the best of our abilities. ○

Lillian Hernandez is the Executive Director, Office of Bilingual Education, New York City Board of Education—a position she has held and provided leadership since 1992.

PARENT INVOLVEMENT IN BILINGUAL EDUCATION

(continued from Page 32)

poorer neighborhoods, particularly when this is the main place researchers are looking.

We cannot easily measure how many field workers today have a better living wage, accessible restrooms and other protections as workers because Cesar Chavez, Dolores Huerta and others provided leadership in fighting for their rights. It is equally difficult to empirically measure the benefits to society of Rosa Parks' decision to stay in her seat at the front of the bus. Yet few doubt the tremendous positive results of these actions.

Our faith in parent leadership in education presents a similar challenge. We believe that parents will ultimately make a critical difference in ensuring that our neighborhood public schools provide the best possible education for all children. Parent leadership will make it happen. Our hearts and our experiences know: All children can learn. No child is expendable; all families are valuable. ○

Aurelio M. Montemayor, M.Ed., is the lead trainer in IDRA's Division of Professional Development. Anna Alicia Romero is an education assistant in the IDRA Institute for Policy and Leadership. Comments and questions may be directed to them via e-mail at contact@idra.org.

Resources

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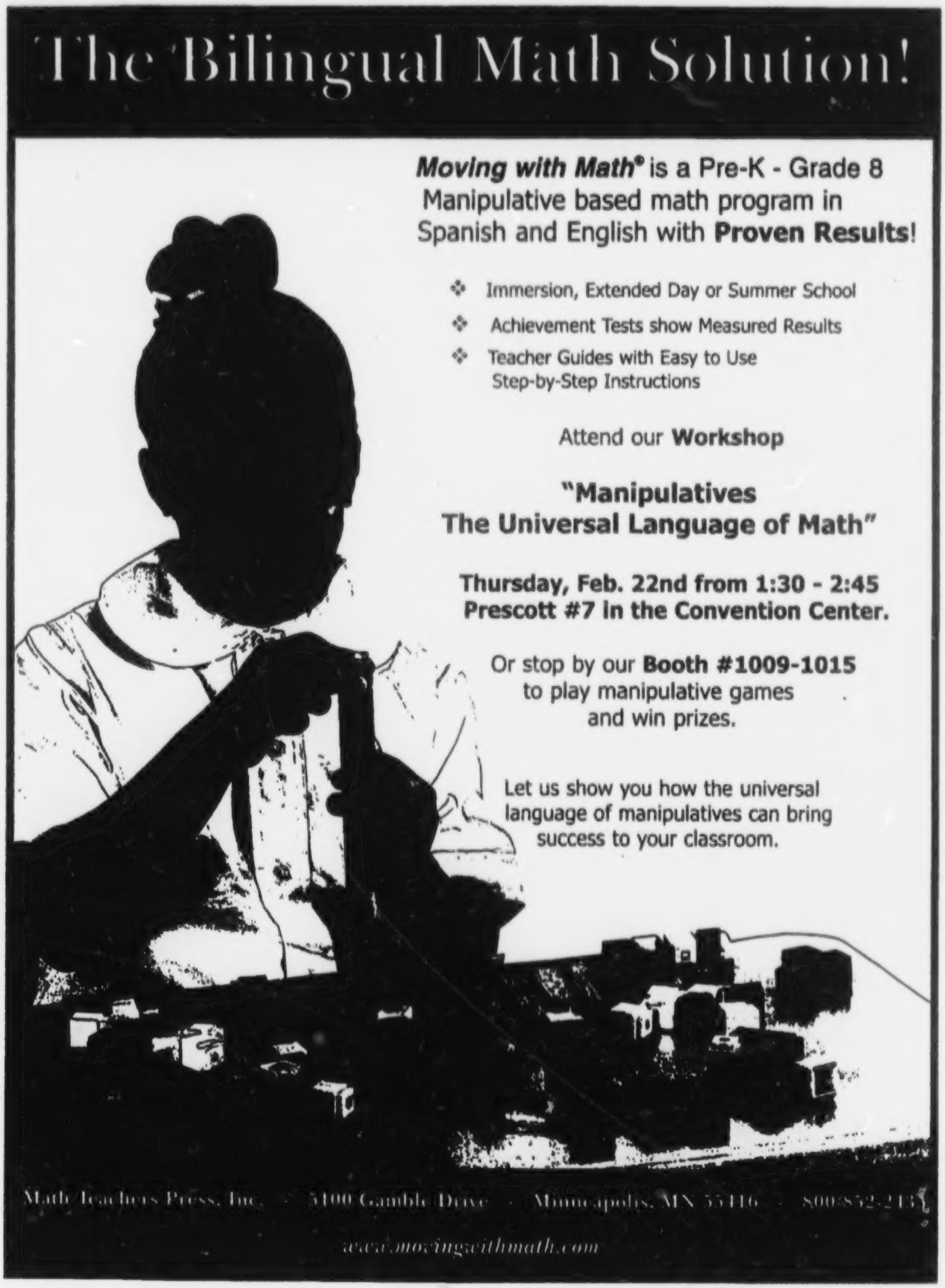

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TECHNOLOGY AND LANGUAGE-MINORITY STUDENTS

Column Editors: Anne Dolan, ESL Specialist, Boston Public Schools
Ana Bishop, Multilingual Educational Technology Consulting, NY

The Digital Divide: Closing the Gap among Bilingual Personnel as well as Students

BY DAVID DIOKNO, PATRICIA SARANGO, CO-CHAIRS INSTRUCTIONAL TECHNOLOGY SIG

Falling Through the NET

Studies cited in the recent report from the National Telecommunications Information Administration speak to the growing need to provide language minority students equal access to technology and the Internet. Without opportunities at home, as well as in school, to tap into the wealth on the Internet, LEP students are rapidly becoming the new information underclass. The findings in the report, *Falling through the Net: Defining the Digital Divide,* show that language minority students have the **least access** to technology of all groups surveyed.

Tech Alley/ NABE 2000

Yet even amid these alarming statistics, Tech Alley and all its resources at NABE 2000 were under-utilized. In fact, the Digital Divide seemed as visible among the NABE membership as it is for our students. If you didn't stop by NABE's "Tech Alley" last year, here's what you missed:

- **Staffing** - The IT SIG Officers were on hand to help launch bilingual educators into the mainstream of current technological development in San Antonio, TX last February. Our members are national leaders in the field of technology for diverse learners. They include:

Past Chair: Ana Bishop (NY)
Current Chair: Dr. Chris Green (TX)
Vice Chair: Patricia Sarango (MA)
Webmaster: Edwin Nieves (VA)
Communications: David Diokno (MA)
Volunteers: Gilberto Vega (NY)
Software: Leticia Lopez-De la Garza

Our 1999-2000 ADVISORY COMMITTEE included Edison Freire (PA), Francesca Venning (Apple)Janna Klein (Edmark),Patricia Jury (Tucson), Fred Ochoa (UT), Vu Tran (K-12 student representative) and Elizabeth Willett (university representative).

- **Workshops** - NABE 2000 offered Showcase Presentations by three school districts that are spearheading exemplary technology programs for LEP students in Union City, NYC, and South San Francisco.

- **Software Demos** - Two consultants, Bishop & Green, shared their expertise, and the representative from CALI gave a hands-on demonstration of their new software for English language Learners.

- **Donors** - Apple, Compaq, Lexmark and Boston Public Schools donated hardware. Free printers were even raffled . Software donors included The Learning Company, Soleil, Q Group, Edmark, Forest Technologies, Inspiration, DK Interactive, Sunburst, Tom Snyder, Deep River, Heart Soft, IDRA, Multilingual Ed Technology. There was ample opportunity and sufficient staff were there to help NABE members preview the latest in high quality educational software for second language learners.

Recommended Web sites for Second Language Learners

Bookmarks of recommended sites were also prepared by Dr. Chris Green for bilingual educators to take home to their districts. In sum there was a wealth of resources that were hardly tapped given the urgency of the *digital divide* that separates bilingual students from their mainstream peers.

New Officers ITSIG

The election of new ITSIG brought more technology professionals on board with renewed commitment to assure that technology makes an even bigger impact during NABE 2001.The dedicated ITSIG team for 2000-2001 includes:

Co-Chairs - Patricia Sarango, and David Diokno
Vice Chair - Jerry Bennett

Our Advisory Committee includes:
Edwin Nieves, Webmaster
David Diokno, Communications
Leticia Lopez , Software

An indispensable crew of volunteers also came on board offering their brains and/or brawn to the ITSIG: Ana Silva, Denver, CO, Rhonda Struminger, Cambridge, MA . Vicky Magaletta, Anne Dolan, and Nydia Mendez from the Boston Public Schools.

Tech Alley NABE 2001

We look forward to seeing even more NABE members at the National Convention, Phoenix, 2001 Though you may be tempted just to drop by to check your email, we hope to entice you to stay with the latest showcase of exemplary practices for accelerating learning for bilingual students, parents and staff. In addition, we plan to give NABE members hands on interaction with the hardware, software and Web sites available to accomplish the technology goals for your district.

Volunteer Opportunities And Registration Fees

Reduced conference registration fees can be arranged for volunteers who help in setting up and or/staffing the Tech Alley. We can use your technical expertise or your energy for setting and breaking down our lab. The investment of some of your time and energy is crucial investment to make sure our influence is strongly felt at NABE 2001. You can also acquire more learning and do additional networking!

Closing the Gap

If we are to make an impact on the *Digital Divide*, we need to keep bilingual educators abreast of cutting edge technology. Through the Instructional Technology SIG GROUP, our goal for NABE 2001 is to accelerate our utilization of technology to foster communication among our members as well as advocating for infrastructure, teacher training, technical support, and materials development for our students.

Important Websites and addresses for NABE ITSIG

- www.nabe.net/it.htmlListserv, NABE@listserv.vt.edu
- Patricia Sarango: psarango@boston.k12.ma.us
- David Diokno: ddiokno@boston.k12.ma.us
- Jerry Bennett: jbennett@gmcs.k12.nm.us
- Edwin Nieves: nieves@vt.edu
- Leticia Lopez: llopez@idra.org

David Diokno and Patricia Sarango are on the highly acclaimed Technology Team in the Boston Public Schools. They have been active in running ***Bilingual Technical Institutes*** *in their district over the past three years. With their support and vision, bilingual and ESL staff has learned how to integrate technology into the curriculum and have received the software and hardware to implement their objectives.*

DEPARTMENT OF INTERNATIONAL AND TRANSCULTURAL STUDIES

BILINGUAL/BICULTURAL EDUCATION

Position: Senior scholar to join the faculty in preparing students for teaching, administration, and related roles in bilingual instructional settings.
Responsibilities: Teach basic courses and work with MA students in a teacher-education program; teach research seminars and develop a program of funded research that supports doctoral students who are specializing in bilingual/bicultural education; help develop innovative approaches to teacher education; and, collaborate with other teacher educators in re-examining and refining teacher education programs and in the College's Professional Development School projects.
Qualifications: Doctorate and substantial scholarly publications in a relevant field. Relevant experience in teacher education, especially in programs that integrate schools, communities, and the workplace. Experience in obtaining funding for innovative research in bilingual/bicultural education. Preference will be given to candidates with teaching and research experience in both the U.S. and other countries.
Rank: Associate/Full Professor, Tenured.
Send CV, a letter of application that indicates ways in which the above responsibilities would be carried out, copies of two relevant publications, and three letters of reference to Professor María Torres-Guzmán, Search Committee Chair, Box 122S.

Review of applications will begin November 22, 2000 and continue until the search is completed. Appointment begins September 2001.

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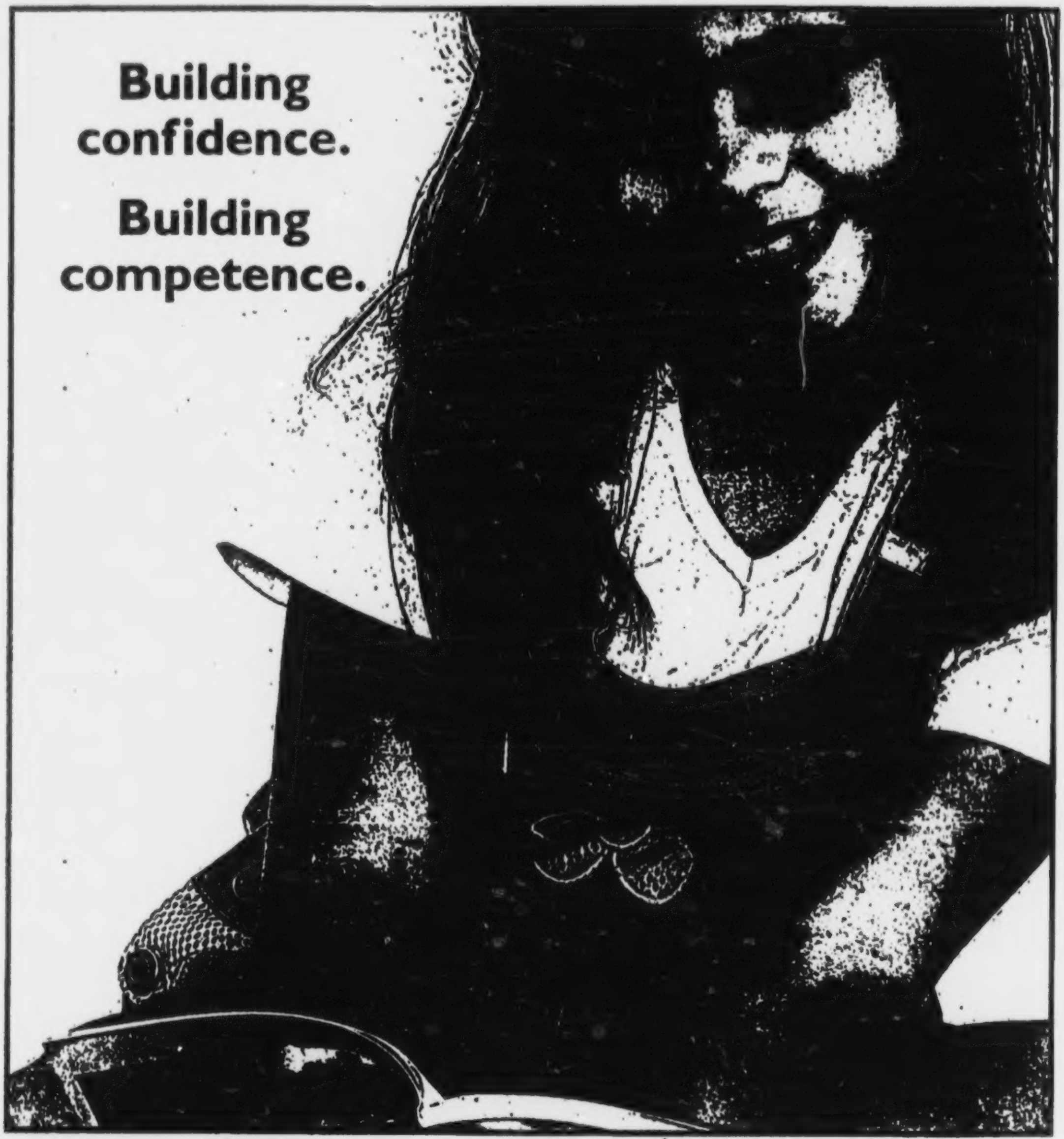
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INDIGENOUS BILINGUAL EDUCATION

(continued from Page 26)

Advocates of bilingual education cannot afford to wait until Ron Unz comes to their state to start a major campaign to advertise good bilingual programs and develop community support. In addition, any attempts to force bilingual education on unwilling parents only strengthen the possibility that it will be denied to parents that want it.

In the words of Lani Guinier (1994) and others, bilingual education proponents through the initiative process are being subjected to democracy's tyranny of the majority. For example, American Indians, less than one percent of the nation's population, are defenseless in the face of the majority unless they present a united front and, in addition, link arms with other minorities and actively recruit the support of mainstream Americans.

One way to gain wide support, I think, is to build on the rhetoric of the defining American political documents in the same manner as was done by the Civil Rights movement. Starting with the Declaration of Independence, the definitions of *freedom*, *liberty*, and *free speech* in those documents needs logically to be broadened to include group as well as individual rights to heritage languages and cultures. To paraphrase what I wrote in this column in 1996:

> Government suppression of minority languages and cultures violates the liberty of American Indian, Latino, and other language minority citizens to be who they want to be. There are different forms of slavery, and of being a subject rather than a citizen. One form of slavery in this country ended with the Civil War, but there is another form of slavery that says "you will be like us," whether you like it or not. This form of forced conformity is still being imposed on ethnic minorities in the United States through assimilationist, English-only schooling to the detriment of full and equal citizenship.

We have lost some battles in the war for bilingual education and better education for language minority children, but the struggle goes on. The day after Proposition 203 passed, I attended a conference sponsored by the Navajo Nation *Learn in Beauty Project*. Already, Navajo leaders were planning strategy, which may well include civil disobedience, for overcoming this latest blow to their children's future. ○

Jon Reyhner, Ph.D. is Associate Professor at Northern Arizona University. Send article submissions or comments to P.O. Box 5774, Flagstaff, Arizona 86011-5774 or by email to Jon.Reyhner@nau.edu.

References

Crawford, James. (2000). Language politics in the United States: The paradox of bilingual education. In Carlos J. Ovando & Peter McLaren (Eds.), *The politics of multiculturalism and bilingual education: Students and teachers caught in the cross fire* (pp. 107-125). Boston: McGraw Hill.

Cummins, Jim. (2000). Beyond adversarial discourse: Searching for common ground in the education of bilingual students. In Carlos J. Ovando & Peter McLaren(Eds.), *The politics of multiculturalism and bilingual education: Students and teachers caught in the cross fire.* (pp. 127- 147). Boston: McGraw Hill.

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EMPLOYMENT OPPORTUNITY

CHICAGO STATE UNIVERSITY

Tenure-Track Faculty Positions in the College of Education

Chicago State University is seeking to fill four tenure-track positions in the College of Education for the spring of 2001.

DEPARTMENT OF READING, ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION, LIBRARY SCIENCE/COMMUNICATIONS MEDIA, AND BILINGUAL EDUCATION (2 positions)

Bilingual Education Program - Position #1
Duties/Responsibilities: Full-time tenure-track position to teach undergraduate and graduate courses in Bilingual Education. **Education/Experience:** Ph. D. preferred; public school teaching experience in bilingual programs required. Applicants must demonstrate proficiency in English and Spanish. **Salary/Rank:** commensurate with experience.

Bilingual Special Education Program — Position #2
Duties/Responsibilities: Full-time tenure-track position to teach Bilingual and Special Education graduate and undergraduate courses. The faculty member will work collaboratively with College of Education bilingual and special education faculty and public school educators to prepare specialists in the area of bilingual special education. **Education/Experience:** Earned doctorate preferred, will consider doctoral candidates. Experience in classroom teaching and assessment of LEP/special education students required. **Salary/Rank:** commensurate with qualifications and experience.

To ensure full consideration, applicants for positions at Chicago State University should send complete files, including a letter of application, curriculum vitae, transcripts, three recent letters of recommendation, and names, addresses and phone numbers of three references. Positions will remain open until filled:

Dr. Gloria Pleasont, Search Committee Chair
REEL-B Department - Chicago State University
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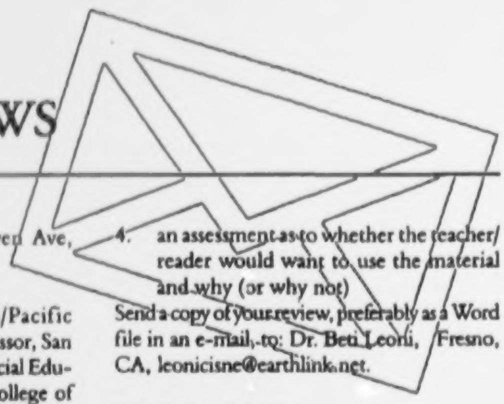
Guidelines for Article Submission to NABE NEWS



General Editorial Policies

The *NABE News* is published six times a year on a bi-monthly basis. We seek previously unpublished articles. Articles should focus on the theory, research and/or practice of implementing quality bilingual education programs, including dual language programs. NABE invites manuscripts on a wide-range of topics related to support structures for these programs—from funding issues, parental involvement, staff development, curriculum and instruction to legislative agendas, state initiatives, staff hiring/retention and personal reflections—that advance the knowledge and practice in the field.

NABE News prefers a reader-friendly style of writing that resonates well with community groups, parents, legislators, and especially classroom teachers. Contributors should include reference to a theoretical base and cite related research, but the article should contain practical ideas or implications for practice.

Types of Articles

Feature Articles: A feature article should address the issue's theme (if identified), be no longer than 2,000-4,000 words, including references and sidebars. Type/save your manuscript as a Word document (6.0 or below) and attach it to an e-mail sent to nabe_news@nabe.org or mail a diskette to the NABE address. Please do not use running heads or bold. Include contact information and a brief bio indicating name, title, affiliation, and research interest.

Articles for Regular Columns: NABE news publishes four regular columns—Administration of Bilingual Education Column, Asian/Pacific Americans Column, Indigenous Bilingual Education Column, and Theory Into Practice Column. Each column has a column editor. These articles are shorter in length, usually focus on one issue, elaborate on two to three major points, and provide specifics for practice. Manuscripts should relate to the special focus and be approximately 1500-2200 words in length. They can be mailed to the NABE office, to the attention of the *NABE News* editor or mailed directly to the column editors as follows:

Ms. Mary Ramirez, Editor-Administration of Bilingual Education Programs, Philadelphia Public Schools, Director-Office of Language Equity Issues, 202 E. Gowen Ave, Philadelphia, PA19119.

Dr. Ji-Mei Chang, Editor-Asian/Pacific Americans Column, Associate Professor, San Jose State University, Division of Special Education & Rehabilitative Services, College of Education, One Washington Square, San Jose, CA 95192-0078. jmchang@email.sjsu.edu

Mr. Ward Shimizu, Co-Editor-Asian/Pacific Americans Column, San Jose State University, Division of Special Education & Rehabilitative Services, College of Education, One Washington Square, San Jose, CA 95192-0078.

Dr. Jon Allan Reyhner, Editor-Indigenous Bilingual Education Programs, Northern Arizona State University, Associate Professor, Division of Bilingual Education, CEE, P.O. box 5774, Flagstaff, AZ 86011-5774. jon.reyhner@nau.edu

Dr. Lucy Tse, Editor-Theory Into Practice Column, Assistant Professor, Arizona State University, Division of Curriculum and Instruction, College of Education, Tempe, AZ 85287-0208. ltse@asu.edu

Mr. Aurelio Montemayor, Editor-Parent/Community Involvement, Intercultural Development Research Association, 5835 Callaghan Rd., Suite 350, San Antonio, TX 78228. amontmyr@idra.org

General/Other Articles: Other articles, not addressing the announced *NABE News* themes, are also sought and welcomed. They should be relevant to current interests or issues. They must be no longer than 1500 - 1750 words.

Reviews: Reviews should describe and evaluate recently published bilingual education materials, such as professional books, curriculum guides, textbooks, computer programs, or videos. Reviews should be no longer than 500-750 words. Include in your review:

1. a brief summary of the major components or features of the material, with no evaluative comments
2. an evaluation of the features, indicating how they are useful/helpful or not
3. if appropriate, a discussion of how the material ties in or responds to broader issues in the field or to specific methodologies
4. an assessment as to whether the teacher/reader would want to use the material and why (or why not)

Send a copy of your review, preferably as a Word file in an e-mail, to: Dr. Beti Leoni, Fresno, CA, leonicisne@earthlink.net.

Submission Guidelines

All articles must conform to the publication guidelines of the Publication Manual of the American Psychological Association (4th edition).

Print materials and electronic versions should include a title page, with contact information—including mailing address and telephone number. If available, authors should provide fax numbers, and e-mail address.

Include a two to three sentence biographical reference that may include job title or highest degree earned, work affiliation and/or research interest (not to exceed 50 words).

Manuscripts and diskettes will not be returned. Keep copies of your article or other materials submitted.

The editor of *NABE News* reserves the right to make editorial changes needed to enhance the clarity of writing. The author will be consulted only in cases where the change(s) is/are substantial.

Themes of Future NABE News Issues:

May/June
Responding to Standards and
to LEP Student Needs

July/August
Assessment Issues and Implementation Ideas

September/October
Access to Technology:
Promising Programs and Practice

November/December
Curriculum and Instruction in the
Bilingual Early Childhood Classroom

Copy is due two months in advance of the first month listed for the issue (for example, The deadline for the May/June issue is due April 1st, for July/August it would be due On June 1st). Advertisements should be submitted at least two months in advance of the first month listed for the issue.

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Alicia Sosa, *National Association for Bilingual Education*
Carol Mitchell, *U.S. Department of Education*
Grant award recipients from local school districts

NABE is sponsoring a technical assistance conference on the 21st Century Community Learning centers— in collaboration with the U.S. Department of Education and the Charles Stewart Mott Foundation. The White House recently announced that Congress appropriated $846 million dollars for the 21st Century Schools Program to provide continued funding to existing grants and to fund new competitive applications for afterschool programs. Last year 310 new grant awards were made. Projections are that this number would increase for this competition.

A federal program officer will present the regulations and requirements for grant applications and answer questions. Representatives from two funded afterschool programs will share tips for collaborating with community based organizations. Participants should plan on attending all-day.

Total registration is limited to 200 participants, on a first-come basis.

Twenty-five registrations will be reserved for NABE participants (walk-ins, not previously registered), on a first-come basis.

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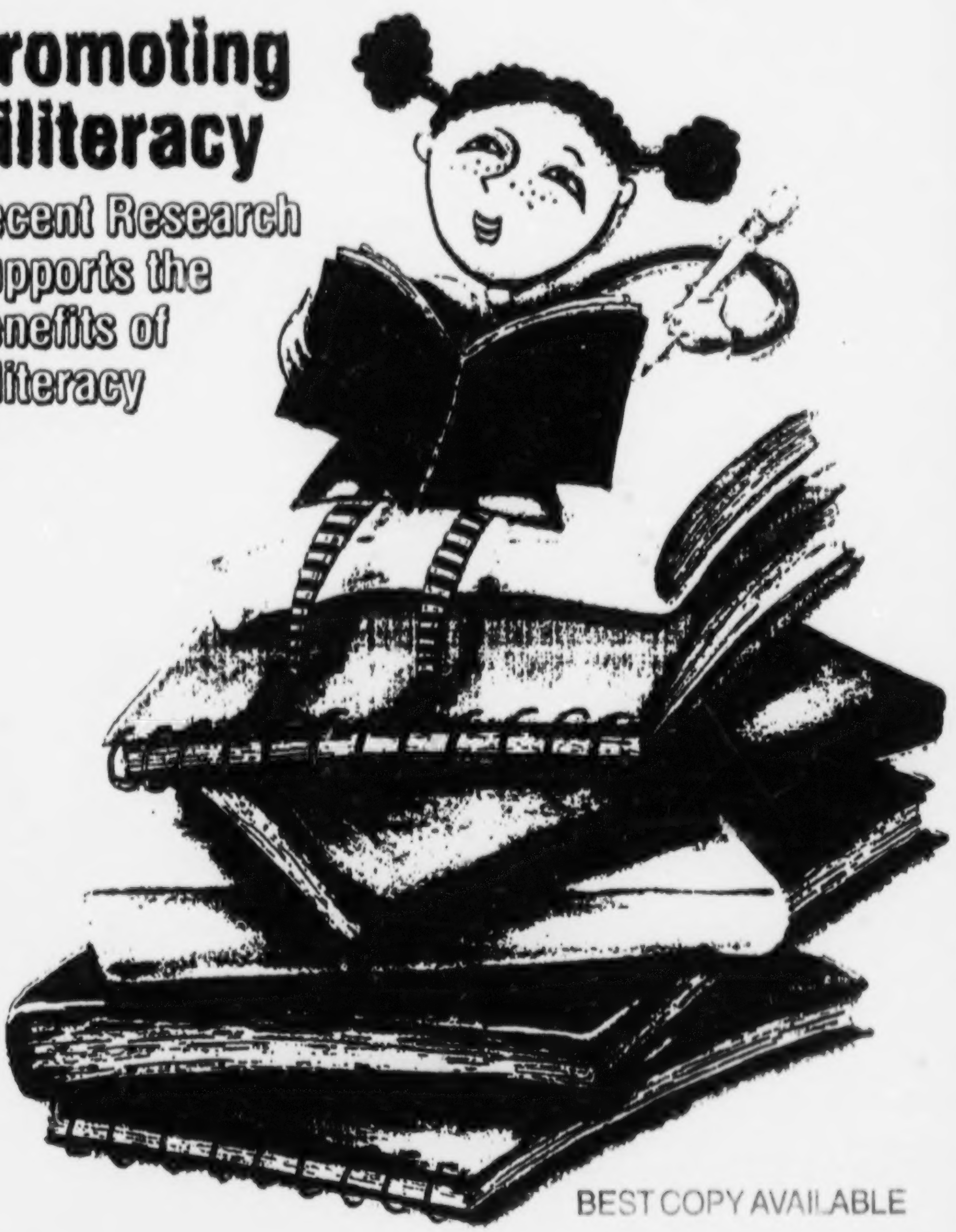
NABE NEWS

The Magazine About Bilingual Education

Volume 24, Issue No. 4 ■ March/April 2001

Promoting Biliteracy

Recent Research Supports the Benefits of Biliteracy



When L1 is the means for attaining cultural literacy

see page 9

Skills learned through Spanish reading predict English performance

see page 22

Which reading strategies help bilingual students who are proficient in English?

see page 13

Changes proposed to the Bilingual Education Act (BEA)

see page 29

Program comparisons in one city found that children exited from bilingual programs progress at the same rate as students exited from ESL programs. Is this good news? When it comes to comparisons, exercise caution.

See Page 6

Scholastic los invita a descubrir diferentes maneras de sembrar en los niños el amor a la lectura.

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MESSAGE FROM THE EXECUTIVE DIRECTOR

Delia Pompa

Dear NABE Members:

We are very excited about this issue of the NABE News Magazine, as it deals with a part of education that is central to the success of our children—building strong reading skills. Literacy is a basis of all successful educational programs, including those that address the needs of English language learners (ELL).

When it comes to these students, America must acknowledge what the National Research Council has already reported: Children learn to read best when they do so in their own language. Considerable inroads have been made in this effort. No longer is a major report on literacy considered complete unless it examines the specific needs of ELL children, and a growing body of research is being produced in the critical area of literacy transfer. Much remains to be done, however, to ensure that there is an accurate and widespread understanding of both the challenges faced by these students in achieving second language literacy and the powerful role that their home language plays in achieving this goal.

Several of the articles featured in this issue deal with these very important topics and look at the transfer of literacy from first to second language. Also of great importance in this process, is the crucial role of well-trained teachers. Where ELL students are concerned, educators must have a full understanding of both the reading process and second language acquisition.

I hope you enjoy this issue of the NABE News, and I invite you to share its content with anyone you think would benefit from a clearer understanding of the role of language in the literacy process.

Sincerely,

Delia Pompa

Delia Pompa
Executive Director

NABE NEWS

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NABE NEWS

Published by the National Association for Bilingual Education
Editor: Alicia Sosa, Ph.D.
Design & Layout: Kieran Daly – KDaddy Design

Volume 24 of *NABE NEWS* will be published in 6 issues; publication dates are:

Issue 1	09/15/00	Issue 3	01/15/01	Issue 5	05/15/01
Issue 2	11/15/00	Issue 4	03/15/01	Issue 6	07/15/01

All advertising and copy material must be received in the NABE office **TWO MONTHS prior to publication date** to be considered for inclusion.

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. . . .

NABE

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Implications of the New York City Schools Research Report for Program-Restrictionist Legislation in the United States

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The New York Board of Education (2000) report on the progress of English Learners found that students exited from bilingual education programs typically did better on the Citywide Reading Test than students exited from English as a Second Language (ESL). Also, despite the likelihood that bilingual education students entered with lower English language proficiency, the Board report found that these children progressed at the same rate as ESL students, often faster. Nonetheless, due to a lack of statistical control for relevant background factors, the results must be interpreted with caution.

Limitations of the Study

The Board's report correctly points out that "inferential comparison of the relative efficacy of bilingual versus ESL programs is clearly beyond the limits of the study's methodology" (p. ii). Specifically, the study did not control for relevant background factors-such as prior education in the home language, access to native language academic support in the home, socio-economic status, English language proficiency upon entry to school, or teacher certification and proficiency in the language of instruction. The potential of these factors to muddle the study's results is spelled out below.

School and home treatment factors

A child enrolled in an ESL program who has regular assistance at home in the native language will appear to be in an ESL program for the purposes of the Board's study, but in fact has a treatment that is in effect the same as that of children enrolled in bilingual education. The child receives assistance in school subjects in the native language while learning English, just as children in bilingual education programs do. Similarly, a child enrolled in bilingual education whose teacher is not properly certified and who does not know the child's native language will appear to be in bilingual education for the purposes of the Board's study, but will very likely receive an educational treatment very similar to that of a child enrolled in ESL. These factors have the potential of making a child enrolled in bilingual education identical to a child enrolled in ESL, and a child enrolled in ESL identical to a child in bilingual education, in terms of actual educational experiences.

Socio-economic status

Perhaps most important of all, the study did not control for the differential effects of socio-economic status (SES) on achievement outcomes. It is well known that children from higher SES outperform children of lower SES (Rosenthal, Milne, Ellman, Ginsburg & Baker, 1983; Genesee, 1984; Berliner & Biddle, 1995), and that children who arrive at school from homes where print media is available (typically higher SES) learn to read faster than children who come from homes where it is not available (Scollon & Scollon, 1982; McQuillan, 1998).

This factor is particularly important in program comparison research involving English learners because children in bilingual education are far more likely to attend a school of low SES than are children in ESL. The U.S. Department of Education (1997, pp. 12-15) reported that ESL students are relatively evenly distributed among schools of lower and higher SES, whereas children enrolled in bilingual education classes are two times more likely to be in a lower SES school. Thus, in the absence of a proper statistical control for the influence of SES, we expect to find higher academic achievement among children in ESL—not necessarily because the program is more effective, but because those children tend to be from schools of higher SES, a characteristic independently associated with higher academic achievement.

Prior knowledge of English

Another important background factor which the Board's report acknowledges not to have controlled statistically is the level of English proficiency upon entering the ESL and bilingual education programs. We might naturally expect children who have learned a considerable amount of English from siblings or in the community to exit programs much faster than those who have not. Indeed, according to the Board's study, only 57.3% of children who exited either program within three years had scored at the 1st percentile on the City's English language proficiency test upon entering school. On the other hand, 79.2% of students who exited late (6-9 years) had scored that low (p. 15). Thus, students who exited early tended to know more English upon entry to school than those who exited late. In addition, there is a well-known tendency for schools to place children with some English ability in ESL programs, and those with little or no English ability in bilingual classes. This tendency, which is not discussed in the Board's report, may account for the fact that a slightly higher number of ESL students exited within three years for each of the four student cohorts.

Nature of the assessment instrument

Finally, it is important to note that the New York City Schools use only one criterion for exiting a language assistance program. To exit, a child must score at or above the 40th percentile on the Language Assessment Battery (LAB). The test assesses a child's ability to speak, understand, read, and write in English. Because the test assesses reading and writing, as well as speaking and listening, it is both a test of language proficiency and academic achievement. Again we expect students with higher SES to do better on the test than those with lower SES, because SES is independently known to be a strong predictor of academic achievement, and because children with higher SES are more likely to become successful readers at school (Scollon & Scollon, 1982; Rosenthal, Milne, Ellman, Ginsburg & Baker 1983; Genesee, 1984; Berliner & Biddle, 1995; McQuillan, 1998). Furthermore, the oral language portions of the test have been strongly criticized for their heavy use of decontextualized and unnatural language in the test items (Barrows Chesterfield, 1976), a format which would be much more familiar to students from higher educational backgrounds and higher SES.

Once again, due to the distribution of ESL students in higher SES schools and the nature of the English language proficiency test, the instrument used to exit children from the language assistance programs, in the absence of statistical controls we expect to find students in ESL exiting at much higher rates and maintaining higher academic achievement again, not necessarily due to the program they were enrolled in, but because they started off with higher English proficiency and higher academic achievement.

It is in fact remarkable that the data in the Board's report shows children in bilingual education doing as well as children in ESL, and often better, given the lack of control for background factors. These data will be summarized below.

Program Comparisons

The Board's study followed four cohorts of students in ESL and bilingual education programs, each beginning at a different grade level (Pre-K/K, 1, 2, 3). Comparative academic achievement and exit rates are highlighted in the Board's report for grade cohorts Pre-K/K, 1 and 2.

> *"This factor is particularly important in program comparison research involving English learners because children in bilingual education are far more likely to attend a school with mostly low SES children than are children in ESL."*

Academic achievement

In general, more children served in bilingual education scored above the 50th percentile on the Citywide Reading Test than did children taught exclusively in ESL classes. This is especially surprising given the lack of statistical control for background factors which favor students in ESL classes. Among children who exited early (1-3 years) in the Pre-K/K cohort, more children in ESL scored above the 50th percentile than children in bilingual education. However, it is very important to keep in mind that these children entered school with much higher English language proficiency than children who exited later, that schools tend to place children who know more English in ESL rather than bilingual education, and that children in ESL are more likely to attend higher SES schools. (See "Limitations of Study," above.) Among children who entered school with less English language proficiency (the late-exit group), more children in bilingual education outperformed children taught in ESL after 4, 5, 7, 8 and 9 years of services. Among children in the Pre-K/K cohort who tested out after six years, children in both programs had very similar mean scores: 23.3% above the 50th percentile for bilingual education, 25.8% for ESL. (See Figure 29 of the Board's report.)

The pattern is even stronger for children in the grade 1 cohort. Slightly more bilingual education students scored above the 50th percentile for children who tested out after one year, with the trend reversed among children testing out after two years. However, beginning with students who exited after three years of services, bilingual education students consistently scored above the 50th percentile more often than ESL students from 1993 through 1996, then again in 1998. In 1997, slightly more ESL students (22.2%) scored above the 50th percentile than did bilingual education students (16.7%). (See Figure 30 of the Board's report.)

Finally, among children in the grade 2 cohort a similar pattern again appears, with children in bilingual education scoring above the 50th percentile on the City's reading test more often than children taught in ESL classes. ESL students who exited early, who once again are likely to have had greater advantages in terms of background factors, scored above the 50th percentile more often than bilingual education students after 2 or 3 years of services. (After 1 year, percentages were similar: 80% of bilingual education students and 76.5% of ESL students tested above the 50th percentile.) However, among students who tested out of the program after four or more years of services, children taught in bilingual education consistently scored above the 50th percentile more often than children taught in ESL programs between 1994 and 1999. (See Figure 31 of the Board's report.)

Considering that children served in bilingual education programs tend to enter school with lower English language proficiency and are more likely to be from lower SES backgrounds, independently associated with lower academic achievement, it is in fact remarkable that the Board's report shows bilingual education students doing so well in comparison to children taught in ESL. Had the study used appropriate statistical control for SES and prior knowledge of English, the advantage of bilingual education would no doubt have been much more visible in the Board's report.

> *"Had the study used appropriate statistical control for SES and prior knowledge of English, the advantage of bilingual education would no doubt have been much more visible in the Board's report."*

Exit rates

The proportion of children who exited the two programs each year was remarkably similar. Although no information is given in the report, given national averages and programmatic constraints, it is reasonable to speculate that the average Language Assessment Battery (LAB) score for ESL students was higher than for bilingual education students upon entry to school. Thus, for reasons elaborated above, we assume that children in ESL tended to know more English upon entry to school and tended to attend higher SES schools. Despite these probable initial differences, which would have advantaged students in the ESL program, both groups progressed at essentially the same pace in each of the four cohorts, as may be seen in Figures 7-10 of the Board's report.

However, exit rates varied considerably by language groups, with some language groups in bilingual education exiting faster than counterparts in ESL. Spanish- and Haitian-speaking children in ESL generally exited in larger numbers than students in bilingual education, but the differences were slight. The average annual difference for Spanish speakers in the two programs was 0.8%, and 0.1% for Haitian speakers.

These trends were reversed for Chinese-, Russian- and Korean-speaking children in the Pre-K/K cohort. Chinese- and Russian-speaking children in bilingual education met the exit criterion in larger numbers each year than children in ESL. After six years, Chinese speakers in ESL began to catch up to Chinese speakers in bilingual education, but Russian speakers in bilingual education were consistently exited in larger numbers than Russian speakers in ESL. Korean speakers in ESL were exited in slightly higher numbers after one year, but the trend reversed the next year. Exit rates for Korean speakers were well over 90% after three years, with the two groups reaching relative parity. (Only the Pre-K/K cohort is broken down by language group in the Board's report.)

In the context of program restrictionist initiatives such as California's Proposition 227 and Arizona's Proposition 203, which promise to teach children English in a period "not normally to exceed one year," it is perhaps more important to note the number of children who could pass the City's exit criterion after one year of services. Among children who joined the City's schools in kindergarten, only 43.5% of students taught exclusively in English (ESL classes) were exited after one year. That rate declined to 24.1% for students who entered in grade 1, to 28% for children entering in grade 2, and 15.5% for children entering in grade 3. In California, where a measure promising rapid English acquisition passed two years ago, only about 5% of children could meet redesignation criteria after each year that program has been in effect. In Oceanside Unified School District, which has been prominently featured in the media, the redesignation rate was just 4.1% last year. (While the redesignation rate is an inappropriate index of success for programs which teach children English over a period of several years, it is a perfectly appropriate index for programs which promise to teach English in a period not normally to exceed one year.)

Again it is important to emphasize that the Board's study did not control for prior knowledge of English, and that students who exited within three years tended to enter school with higher language proficiency test scores than those who exited later. While 79.2% of children who exited late had scored at the 1st percentile on the City's language proficiency test upon entering school, only 57.3% of early-exit students scored that low. In the case of early-exit students, 11.6% of children had scores between the 21st and 40th percentiles on the City's language proficiency test when they enrolled, while only 2.3% of late-exit students had scored that high. Without these advantages deriving from experiences outside of the City's schools, the one-year exit rates for K-3 students would have been even lower than attested in the Board's findings.

As will be emphasized below, it is clear from the Board's study that children typically need more than one year of language assistance services, regardless of program placement. Nonetheless, the great majority of students were able to pass the City's English proficiency/literacy test within a reasonable amount of time (65% within three years, 77% within four years, 84% within five years). Some students appear to need more time to meet the redesignation criterion (6% need six years, 9% need 7 years or more). The difficulty which some students face in exiting the programs may be an artifact of the test itself. The City might consider using more than one measure of language proficiency, including a teacher observation/evaluation, as recommended in Stefanakis (1998) and Genesee and Upshur (1996).

Children in mixed groups

The Board's report concludes that the New York City School System has done a good job of educating English learners, but emphasizes that children taught in a mixture of bilingual and ESL programs performed very poorly compared to students taught either exclusively in ESL or in bilingual education. Students served in mixed approaches exited much later than either ESL or bilingual education students, and also evidenced low academic achievement on the district's standardized achievement tests. Certainly other factors may account for these students' poor performance, such as high mobility, frequent program changes, and poor quality of instructional material and lack of certified teacher. Nonetheless, the findings are also consistent with the theory that lack of programmatic consistency results in lower achievement and a slower rate of growth in English language acquisition, as the Board suggests.

Implications for Program-Restrictionist Legislation

A number of critics of bilingual education in New York have called for the implementation of a program similar to Proposition 227/203, in which all instruction is carried out in English. However, the Board's report suggests that eliminating bilingual education in favor of 227/203-style program would have a number of negative consequences for New York City English language learners. ▫

Likely effects on achievement

The findings of the New York City Board of Education are consistent with findings of the Arizona Department of Education regarding differences in academic achievement associated with different program types. The Arizona State Superintendent of Public Instruction observed in her 1998 report to the state legislature, "The mean scores of students who are in bilingual programs are consistently higher than the mean scores of students in English as a Second Language programs" (Arizona Department of Education, 1998, p. 21). A further analysis of data in the 1999 and 2000 reports reveals that bilingual education students in Arizona consistently have higher academic achievement than ESL students, at each grade level, every year data have been collected (Crawford, 2000).

Like the New York City report, the Arizona Department of Education report did not control for background factors such as SES. Again, given national averages, bilingual education students in both New York City and Arizona are more likely to be served in lower SES schools. If this factor had been taken into account in a statistical model, the achievement advantage for bilingual education students would be even more salient than it appears in the descriptive data.

Further confusion has been added by reports in the media regarding the presumed success of Proposition 227 in California, where test scores have risen over the two-year period coincident with the passage of Proposition 227. Not only are relevant student factors unknown in the case of California's Stanford 9 data, but direct program comparisons are impossible: The California Department of Education does not separate Stanford 9 scores by program types, so we cannot compare average scores of children in bilingual education with average scores of children in English immersion in that state.

Immersion advocates have attempted to focus attention on Oceanside Unified School District as an example of a district true to Proposition 227's requirements, where impressive gains were indeed reported.

However, there are important counter-examples which show clearly that the gains are not uniquely associated with districts which faithfully converted to immersion. For instance, at Ninth Street, where much of Unz's original activity was staged (Crawford, 1999), second graders' reading scores actually decreased, from the 25th to the 24th percentile. And at Niemes School in ABC District, which kept its bilingual program, second graders' reading scores rose from the 11th to the 50th percentile — a gain of 39 percentile points, nearly double the increase reported in Oceanside Unified School District (Californians Together, 2000).

Our interpretation of aggregate state-level data should be guided by the results of studies in which background factors have been controlled. For example, Ramirez and colleagues (1991) studied children in structured English immersion, early-exit bilingual education (grades K-3), and late-exit bilingual education (K-6), and found that English learners could be "provided with substantial amounts of primary language instruction without impeding their acquisition of English language and reading skills," and that doing so allowed them to catch up to their English-speaking peers in English language arts, reading and math. More specifically, while students in English immersion did slightly better than bilingual education students in grade 2, this advantage immediately disappeared as bilingual education students took the lead in grades 3-6. Ramirez and colleagues also found that children in bilingual education were able to exit the program at a faster rate than children in English immersion. Similarly, in a synthesis of research on program evaluation, the National Research Council recognized the positive effects of bilingual education programs both in its 1992 and 1998 reports (Meyer & Fienberg, 1992; August & Hakuta, 1998).

In sum, data reported by the New York City Board of Education, the Arizona Department of Education, as well as results of controlled research studies converge: Children in bilingual education usually do better on measurements of academic achievement than children taught exclusively in ESL, and they often exit from these programs at faster rates than children taught exclusively in ESL. However, state- and district-level data reported by the California Department of Education, which have received the most media attention, unfortunately do not allow for meaningful comparisons between ESL and bilingual education programs.

Because Arizona's Proposition 203 specifically forbids the use of the native language for instruction in academic subjects, we can expect lower average achievement among LEP children in Arizona if this aspect of the new law is implemented. However, since standardized test scores consistently go up from year to year for all groups of students (Biddle & Berliner, 1995), the drop in achievement will be difficult to ascertain in the absence of any comparison group. In other words, without a bilingual program in Arizona, we will not know how children in bilingual education would have done in comparison to those in all-English programs.

One-year limit

There can be no doubt that English immersion will continue to fail to achieve English fluency for all students in one year. Similar exit rates can be observed in both the New York City Schools and the state of Arizona, with approximately 75% of all English learners exited after four years of services. In the New York City Board of Education report, only 43.5% of students taught in ESL classes who had entered the school system in kindergarten were exited after one year. That rate declined to 24.1% for students who entered in grade 1, to 28% for children entering in grade 2; and 15.5% for children entering in grade 3. However, 11.6% of these students had scores between the 21st and 40th percentiles on the City's language proficiency test upon entering school, and nearly half of them scored above the 1st percentile on the test. Clearly, far fewer students would have exited after a year if they had not come to school with prior knowledge of English. In California, the data indicate this as well. After two years of English immersion, only about 5% of children are exited each year from that state's immersion program.

This is a striking failure. The underlying rationale for Unz's one-year immersion program is that, taught only in English, children will learn the language so quickly that they will suffer no loss in the learning of academic content. Since it is the goal of the system to teach English within a year, and since 95% of all English learners in California fail to achieve this goal each year, it is reasonable to describe the program as a dramatic failure.

Best Policy in Light of Our Current Understanding and Resources

Given the clear finding that children in bilingual education do as well as or better than children in English immersion, and that such programs are not more costly than English immersion, it makes sense to allow districts the option of serving English learners in bilingual education programs. Districts and local school agencies differ widely with regard to the particular demographics of their students, their students' individual needs, and their fiscal and professional resources. As August and Hakuta (1998) pointed out in concluding remarks on program evaluation in their National Research Council report,

> "We see little value in conducting evaluations to determine which type of program-is-best. First, the key issue is not finding a program that works for all children and all localities, but rather finding a set of program components that works for the children in the community of interest, given the goals, demographics, and resources of that community." (p. 147)

Because program restrictionist proposals like Proposition 227 and 203 outlaws all programs except English immersion, it faces an especially heavy burden of proof: Advocates must show that English immersion is better for all English learners in all contexts, in all

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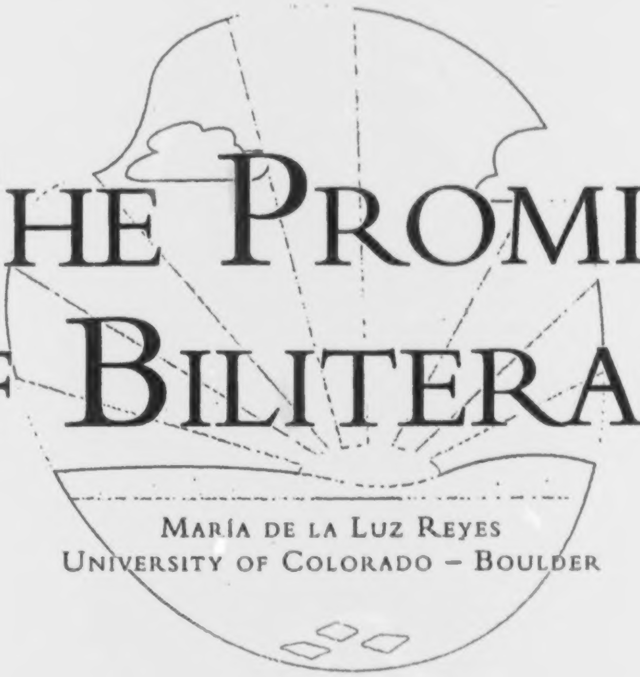

THE PROMISE OF BILITERACY

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Literacy, narrowly perceived as "learning to read," has long been a topic of great interest to educators and parents. Today, virtually everyone is interested in literacy—so much so that it has become an issue of immense importance to politicians, state legislators, and governors. Even at the federal level, President George W. Bush has identified literacy as a topic of high priority for his administration. In his education document, *No Child Left Behind* (2000), he promises to close the literacy gap between "rich and poor" and "majority and minority" children.

"Poor" and "Minority" Children

Although one of the major goals of Bush's education plan is to close the gap between the haves and have-nots, it is telling that no mention is made of the cultural or linguistic backgrounds of these large numbers of "poor" and "minority" children. In the absence of these two important factors in the current literacy debates, one can only conclude that "literacy" is being treated synonymously with *English* (Reyes, 1992) assuring that English literacy remains the only desired and valued outcome.

A mere glance at today's schools, however, reveals that a large number of students come from diverse backgrounds and speak a wide variety of languages. Spanish speaking students make up the largest percentage of this segment of the student population (August & Hakuta, 1997). Many of them come from homes where there is exposure to varying degrees of Spanish and English. Schools perceive the presence of Spanish as an obstacle to academic success. Bilingual advocates view this exposure to two languages as "natural linguistic resources"—the seeds of biliteracy—necessary to become literate not only in English, but also in Spanish. How, then, can we be satisfied with only English literacy when biliteracy is within our children's reach?

The school failure of Chicano/Latino students attributed to "the 'problem' of Spanish" is without merit because it fails to acknowledge that many Latinos who do not speak Spanish also have academic problems in school (Nieto, 2001). On the contrary, rather than being a problem, Spanish— together with a healthy cultural identity—is the means to attaining what Freire calls "critical literacy"—an individual's ability to "read the world" (Freire & Macedo, 1987) based on his/her own experiences and values, not as it is often portrayed by those in power. This ability to critically examine mainstream discourse is essential today because those in power still want Spanish speakers to believe that English is "the ultimate prize" and that monoliteracy in an increasingly multilingual, global society is better than literacy in two languages! They would have us believe that students who speak other languages and who continue to be measured against native English proficient students are academically "deficient" and "illiterate" even when they have the ability to speak, read, and write in another language. In an increasingly multilingual, global society we know that future success lies in the ability to communicate in not one, but two or more languages.

The Benefits of Biliteracy

Former U.S. Secretary of Education, Richard W. Reilly (2000), was on the right track when he stated that the Latino community holds the "promise of language"; that is, they have the potential to become fully bilingual and biliterate. These skills are within their reach because "language is at the core of the Latino experience in this country and must be at the center of future opportunities for this community and *for the nation*" (p.3, emphasis mine). In just five years Chicanos/ Latinos will be the largest U.S. minority group *within* the U.S.—the most diverse nation in the world. Now is the opportune time to propose a model of biliteracy that can transform Spanish from a deficit to an asset, and can move our children from "behind the class" to the "head of the class."

Today, virtually everyone is interested in literacy—so much so that it has become an issue of immense importance to politicians, state legislators, and governors.

We have to believe this is possible. Over the last 30 years we have accumulated evidence that children who learn to read in their native language are more likely to succeed, and learn English more quickly and more effectively than students forced to read in English when they do not understand it (Cummins, 1981; Ramirez, Yuen, & Ramey, 1991; August & Hakuta, 1997). In addition to this evidence, there is emerging research reporting that many Chicano/Latino students are developing biliteracy even without the benefit of formal literacy instruction in both languages (Moll & Dworin, 1996; Berzins & López, 2001; Reyes & Costanzo, in press; Reyes, 2001).

My own literacy research conducted over the last 10 years involving Chicano/Latino elementary school students reveals that biliteracy can thrive in nurturing learning environments where Spanish and English occupy equal status for both social and academic purposes, and where students have multiple opportunities for experimenting with language and choosing books to read and topics to write. A four year study revealed that even as early as kindergarten, students demonstrated emergent biliteracy. The number of students becoming biliterate steadily increased each year, and the level of their proficiency improved. Students themselves expressed a growing awareness that their bilingualism and biliteracy are assets, not deficits. For example, when asked what her first language was, one student replied proudly, "I was born bilingual!" Over the four years, the children's biliteracy became more and more similar, suggesting that continued support and enrollment in the bilingual program could result in comparable proficiency in Spanish and English literacy by the end of 5th grade (Reyes, 2001).

Galvanizing Support for Biliteracy

Few can deny the importance of biliteracy, or multiliteracy, in a global society. Why, then, do we (bilingual educators, teachers, and other supporters) remain silent on the promise of biliteracy? I believe that the successful passage of California's Proposition 227 and other copy-cat legislation calling for an end to bilingual programs have deeply wounded our community's "promise of language." Throughout the country, this anti-bilingual movement has spread fear and doubt about the value of bilingual programs. Many school districts with large numbers of English language learners accepted the "death" of bilingual education without protest. Today, many teachers continue to feel their jobs threatened by both the "bilingual police" and the "phonics police"—two fronts that hinder support and development of biliteracy. They fear teaching evaluations that measure their adherence to letter-of-the-law guidelines rather than effective literacy instruction.

Fortunately, not all wounds are mortal. A major threat can galvanize a community into action—action that can have even more positive results than the initial threat. For example, although attendance at the California Association for Bilingual Education (CABE) had been waning since the passage of Proposition 227, it is apparent that bilingual advocates are returning to the conference in record numbers. A new energy and renewed support for bilingual education was evident at the 2001 CABE Conference in Los Angeles. As one teacher expressed it, "We took a major hit, but we're not dead. We're now on our feet fighting back!" Similarly, a school principal reported that her school was offering before and after school bilingual instruction "to get around Prop 227." Educators are recognizing that bilingual education is not the problem for students learning English; it is the solution. As the momentum grows, it's time to seize the opportunity to form a united front to protect the rights of our children. No matter what the mainstream media would have us believe, bilingual education is as valuable now as it ever was, and it will be even more so in the future.

We must ask ourselves: Is promoting *only half* of our children's potential morally defensible? Does it make any sense in an increasingly more multilingual society? Is it the "best for our children"? There is growing evidence that the most natural, effective, and promising goal for our children's success is biliteracy, not monoliteracy. As advocates of bilingual education, we must harness our collective energy to promote biliteracy, to teach it, and demand it. It is time to begin a national conversation on the promise of biliteracy and work to make it a reality. ●

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(For refemeces, see page 42)

The Transfer Of Skills from Spanish to English

A Study of Young Learners

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Overview

The major research question that guided our study is "Does transfer exist?" That is, for children entering school in the early grades, do literacy skills that are acquired in Spanish actually transfer during the process of learning to read in English? Moreover, how is this demonstrated Thus, the focus of our study is on understanding the manner in which enabling skills for reading are transferable across languages, in this case Spanish and English. The study examined how performance on indicators of Spanish reading at the end of second grade (April 1999) predicted English reading performance at the end of the third grade (April 2000).

Cummins (1984) proposed a theoretical framework that has significantly influenced the way educators think about instructional experiences designed to benefit second language learners. It describes the relationship between second language development and academic achievement. One essential component of this framework centers on the notion that academically mediated language skills can be transferred across languages in a manner that facilitates the acquisition of these skills in the second language. This notion was formalized in the linguistic interdependence hypothesis which states that:

> The level of L2 [second language] competence which a bilingual child attains is partially a function of the type of competence the child has developed in L1 [native language] at the time when intensive exposure to L2 begins. (Cummins, 1979, p. 233)

Previous research on the transfer of skills from Spanish to English indicates that there is transfer in phonological awareness (Durgunoglu, Nagy, and Hancin-Bhatt, 1993), word reading (Lambert and Tucker, 1972; Kendall, Lajeunesse, Chmilar, Rauch and Shapson, 1987), vocabulary knowledge (see Fitzgerald 1995 for a review), and comprehension(Escamilla, 1987; Jimenez, Garcia and Pearson, 1995, 1996). Our investigation builds on Cummins' theoretical framework and previous research on transfer.

Rationale For Study Design

Our ability to address the research questions cited above was contingent on having English language learners (ELLs) who had:

1. received instruction in Spanish reading prior to receiving instruction in English reading;
2. received instruction targeted to specific component reading skills;
3. had a chance to develop a minimum level of mastery of those skills; and
4. received comparable instruction across classrooms and sites.

Our study population met all of these needs. *First*, one group of students in the study had received reading instruction in Spanish only; the study examined the transfer of reading skills as these children began to learn to read in English in the third grade. *Second*, the children received targeted instruction in the components of reading: phonological awareness, orthographic (letter, word, and non-word reading) and comprehension skills. *Third*, the children had an opportunity to develop a minimum mastery of these skills because many of them had been instructed to read in Spanish since they were in kindergarten. A comparison group of Spanish background students had received reading instruction in English only, using a curriculum parallel to the Spanish one. *Fourth*, all students in the study were exposed to the same literacy curriculum, Success for All/*Exito para Todos*. To ensure geographic diversity, and thus generalization, the study took place in Success for All/*Exito para Todos* schools in three locations: Boston, El Paso, and Chicago.

We recognized that a research design that proposes to study cross-language transfer of skills in a meaningful way must meet certain criteria.

Control of Factors

First, to demonstrate the occurrence of transfer of skills, the design must control for other factors that might affect a students performance on outcome assessments of English literacy. We controlled for differences in children's learning backgrounds and home learning environments by collecting data on home language use and family reading practices from parent questionnaires, and data on schooling history from school records. Using this data as one of the variables in our analysis enabled us to determine the extent to which these factors affected students' English reading ability. We used a similar approach to control for general ability level-the possibility that children with higher intellectual abilities perform all tasks at higher levels than children with lower abilities. We administered the Raven Coloured Matrices test, a measure of non-verbal ability, and used the test results as a control variable in our analyses. Finally, we controlled for variation in teaching methods by studying only children in Success for All/*Exito para Todos* curriculum. At the heart of the program is 90 minutes of uninterrupted daily reading instruction that emphasizes a balance between phonics and meaning, using both children's literature and a series of stories in which phonetically regular student text is enriched by teacher-read text.

Assessment of Literacy Component Skills

A second criterion for meaningful research on cross-language transfer is the recognition that literacy is composed of many component skills. The component skills of reading (such as phonology, orthography, and comprehension) must be carefully assessed in both the first and second language in order to trace the development of these abilities in relation to each other. Our research design used a combination of standardized measures and researcher-developed measures to assess phonological awareness, phonemic segmentation (ability to divide words into their component sounds), orthographic and comprehension skills in both Spanish and English. We also tested for oral language ability in both languages.

Study Conducted Over Time

A third criterion for effective research on skills transfer is study over time. In order to be certain that students are transferring skills from the first language rather than using skills learned in the second language, researchers must study subjects who have received reading instruction in the first language prior to receiving it in the second language and who have had sufficient first language instruction to have developed a base of first language skills that can be transferred.

Our research design addressed these issues by studying bilingual students from the beginning of second grade through the end of third grade, the period of this grant and will continue to study these same children as they progress through fourth and fifth grade. The members of the main research group all received reading instruction in Spanish in second grade; some transitioned into English instruction in third grade, and the remainder will transition in fourth grade. We also collected test data from a group of English monolinguals and a group of Spanish-English bilinguals in English-only instruction for comparison purposes.

Study Design

Our study subjects were 151 students in Success for All programs in Boston, Chicago, and El Paso. Twenty-four students were English monolinguals, forty-three were Spanish-English bilinguals in English-only instruction, and eighty-four were Spanish-English bilinguals in Spanish-only instruction. Of those eighty-four, thirty-four were transitioned into all-English instruction at the beginning of third grade.

We collected data at three points in time: the end of second grade (Time 1, Spring 1999), the beginning of third grade (Time 2,Fall 1999), and the end of third grade (Time 3, Spring, 2000). At Time 1 and Time 2, we tested all students except the monolinguals in both Spanish and English, so that we could compare ability levels across the languages at the same point in time. At time 3, we tested students only in English, since our objective was to learn which Spanish skills tested at the end of second grade could predict English performance at the end of third grade.

The measures administered at Time 1 and Time 3 included three researcher-developed tests of phonology and orthography. Each of these measures was developed in parallel Spanish and English versions. We also used the Spanish and English versions of the LAS, a test of oral proficiency. To measure reading comprehension, we used the Woodcock-Johnson test to assess English skills, and the Woodcock Muñoz to assess Spanish skills.

We used regression analysis, a method for identifying statistically significant correlations between variables, to examine whether initial Spanish performance within each component of reading (phonological awareness, word reading, and reading comprehension) was predictive of English performance at the end of third grade. In each analysis, we accounted for the contributions of general ability as measured by the Raven's Colored Matrices Test, oral English proficiency as measured by the LAS-O, and number of years of formal instruction in English reading.

In analyzing the data, we obtained results for the bilingual group as a whole and also for each of the three subgroups: students instructed only in Spanish, students instructed in Spanish in second grade and transitioned to English instruction in third grade, and students instructed only in English. Students classified as monolingual English speakers were not included in these analyses.

Findings

Results from preliminary analyses indicate that Spanish phonemic awareness and Spanish word reading and fluency are reliable predictors of English performance on parallel tasks in English at the end of third grade. The effect of Spanish phonemic awareness on English phonemic awareness emerged for all students. However, the effect of Spanish word reading on English word reading emerged only for students who received formal instruction in Spanish reading. These preliminary findings support the practice of providing literacy instruction in Spanish to Spanish-speaking English-language learners as a means of helping them acquire literacy skills in English. Strengthening these students' Spanish literacy, also enables them to use their native language well, enhancing their bilingual capacity.

The data collection and analysis that we expect to carry out over the next two years should further elucidate the relationship between literacy in Spanish and literacy in English. As the study population moves through fourth and fifth grade—and those who were in instructed in third grade transition to English classrooms—we will be able to analyze the effect of further instruction in English on Spanish-speaking students' acquisition of English literacy skills, including word knowledge and reading comprehension. ●

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Promoting Literacy Development Through Teacher Collaboration

CHRISTINA HARWAY AND MICHELLE M. MOMII, CUPERTINO USD

Reading, writing, listening, and speaking are the building blocks of literacy. In order to be literate, our students must learn to be active learners by knowing how to use multiple strategies through reading, writing, listening, and speaking to search for meaning from print or other media. However, through our teaching experience, we noticed that elementary school students who were not yet proficient in reading often overused decoding strategies, maybe acquired from phonics drills, at the expense of addressing comprehension. These readers usually focused all of their energy on the strategy of sounding out words with little attention to meaning. If they continue to face challenges in schools, it is more likely that they will make it through our educational system without the skills **needed** to be a literate citizen.

Reciprocal Teaching for Asian American Second Language Learners and Students with Special Needs

The participating school is known for having a wide array of services to address the needs of second language learners and students with special needs in the primary grades. This school's population is made up of seventy to eighty percent Asian and Asian American (APA) students, and the other twenty to thirty percent are European Americans, Middle Eastern, Hispanic, and African Americans. Seventy percent of the APA student population had English as their L2. The participating second grade class reflected the school-wide percentages.

As teachers, we recognized the need to provide our students with a more balanced reading program to address their diverse needs by providing them with practices in applying multiple strategies in their reading processes. The purpose of our project was to teach these second grade students strategies to aid in comprehending what they read while developing literacy skills.

Our district introduced us to reciprocal teaching, which was based on Palincsar and Brown (1984)'s reciprocal teaching model (RTM). The RTM focuses on dialoging while reading, so it offers great strategies to promote verbal expression with L2 learners and students with special needs. Students are encouraged to ask questions and think critically as they become active readers. While there have been many studies assessing the effectiveness of the RTM with students, there is limited research on the RTM with Asian and Asian American students **in the primary grades**. In addition, little attention has been given to the use of RTM by L2 learners. This model excited us because it offered strategies for all students to become more independent in monitoring their reading comprehension through the use of a set of strategies to guide themselves in reading processes across the curriculum.

> "Metacognition as defined in this context is a student's ability to identify when a breakdown in reading occurs and to supply an appropriate strategy to fix the problem."

According to the literature and research evidence, the RTM helps students apply and strengthen their metacognition in reading. Metacognition as defined in this context is a student's ability to identify when a breakdown in reading occurs and to supply an appropriate strategy to fix the problem (Dickson, Collins, Simmons & Kameenui, 1998). The RTM gives students the knowledge of four reading strategies: questioning, clarifying, summarizing and predicting. These strategies motivate students to actively self-monitor their reading comprehension through dialoguing with each other in the classroom.

In light of the current trend that promotes inclusive education for all students, the RTM provides a unique opportunity for general and special education teachers to collaborate in an inclusive classroom in order to model, as well as facilitate, the students' independent dialogues. Inclusive settings allow students with special needs opportunities to learn from their general education peers. Teacher collaboration also enriches inclusive education for all children because two teachers apply their expertise in assessing student learning and building instructional activities more effectively.

Conducting a Collaborative Action Research Project to Promote Literacy

The collaborative action research team comprised of one special educator and one general educator conducted this collaborative action research project with twenty-two second graders. The central research questions to be addressed in this paper were: What types of modifications would be necessary

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to implement the RTM effectively with L2 second graders and students with special needs? What are some of the benefits and challenges experienced and documented by the collaborative research team while implementing the RTM in an inclusive second grade language arts program?

The findings revealed that the proficient L2 learners demonstrated more mastery in applying the strategies while reading than the rest of the class. These students were proficient in their home language and English with the exception of one student, who was not on grade level in either language. This non-proficient student may have minor language processing difficulties that are independent of her learning a second language. The proficient L2 learners may have possessed higher thinking skills due to learning a second language. It is also possible that these APA L2 learners are challenged by their parents to excel academically, therefore they were more focused on learning the RTM strategies.

Modifications were necessary for all second graders over the four-week research period, however those placed within the groups identified as borderline and having special needs required more modifications. Of the borderline students, one was an L2 learner. As mentioned above, this student was the only L2 learner who was not on grade level in either language. The borderline and SDC students were able to master clarifying and sometimes could come up with a question. The evidence documented by the researchers reflected that the collaboration between general and special education teachers enhanced the instruction and curriculum for all participating students and provided a solid foundation for teachers' professional development.

Implications for Classroom Intervention for Asian American English Language Learners and/or Students with Special Needs

The modifications made to the participating district's RTM may be beneficial to other teachers, who work with general education primary students and/or upper grade students with special needs or who are learning English as a second language. In an attempt to make our modifications more applicable to teachers from other districts, we pinpointed important modifications needed for the students in our study to access the RTM. The modifications are as follows:

- ***High interest text:*** We used **the text**, *Multicultural Fables and Fairy Tales*, which was more appropriate for reciprocal teaching in language arts because it contained short, high interest, vocabulary-rich stories. These folk tales celebrated the rich heritage of the diverse classroom population. Each story contained a hands on comprehension activity for the students to do independently as they completed the RTM activities.
- ***Highlighted passages:*** We found blocking out passages with a highlighter helpful in focusing **students' attention on the passage being discussed**. The highlighted passages also helped L2 learners and students with special needs to track the text.
- ***RTM worksheets:*** These worksheets supported the RTM strategies by providing graphic organizers for students to follow and record their RTM strategy use. Graphic organizers assisted students in organizing language concepts.
- ***Shortened time:*** We found that second graders could focus on the RTM dialoguing in a group of ten to twelve students for twenty minutes. This time limitation was especially important for those students, who were not proficient in L2 and/or have special needs, because they probably did not develop their higher thinking skills fully. They became distracted if they had to focus longer than twenty minutes.
- ***One-on-one assistance:*** We provided assistance in reading and writing during independent RTM activities; such as, partner reading and filling out worksheets. The assistance to the one L2 learner, borderline and SDC students was crucial to their participation in the RTM study.

"These strategies motivate students to actively self-monitor their reading comprehension through dialoguing with each other in the classroom."

Teacher Collaboration that Makes a Real Difference

Through the joint research processes, we came to recognize and appreciate the benefits for students and teachers when two trained teachers team-taught in an inclusive program with L2 learners. The L2 learners, who were proficient in English, became the leaders in the RTM dialogues. Having the command of two languages, these students demonstrated the ability to utilize some of the more difficult RTM strategies, such as summarizing. They also were able to dialogue in independent pairs. Perhaps their mastery of a second language at such a young age helped to developmentally prepare them for the demands of the higher thinking strategies in the RTM dialogue.

When teachers work effectively with students, they are able to create more effective lessons, which address more needs of students with diverse backgrounds, particularly L2 learners and those with special needs. They are also able to share insights, observations and reflections, which in turn help to create a richer and more efficient instructional program for all. These actions are not just "feel-good moments" for teachers and students, this research project documented that students' use of the newly learned strategies resulted in tangible, measurable results. ●

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ADMINISTRATION OF BILINGUAL EDUCATION PROGRAMS

Column Editor: Mary I. Ramirez, M.A.

Excellence With Second Language Learners *En La Frontera*

By Anna Lisa Banegas Peña and Antonio Fierro,
Region 19 Education Service Center, Texas

The ultimate compliment for any bilingual teacher, I would think, would be to sit at graduation commencement exercises and have the valedictorian, a bilingual student, extend a heartfelt thank you to her 4th grade bilingual teacher. Talk about touching my heart. As my tears streamed down my face and my heart bursting with the ultimate joy, I sat there listening to a beautiful articulate young lady so full of life and a wonderful future ahead of her. I also recalled the trials and tribulations of helping that particular 4th grade class learn English while enriching their Spanish language. This was in the days—back when it was, "those kids from *Ciudad Juárez, México*"...who were set apart from the rest of the student population. With very limited materials we all made the best of the adversarial situation. My students and I both knew that to attain a high level of success and mutual respect from our peers, we would have to work twice as hard. And we did!

> *"There is a common vision, mission, and goal that second language learners will be afforded every opportunity to succeed."*

Amidst the elimination of bilingual education in California and Arizona my heart tells me that the bilingual teachers in those states have a commitment and dedication to the English language learners they serve, regardless of what legislatures tell them they have to do. Our challenges "back in those days" were many. Today's challenges are somewhat different. Ultimately we have a responsibility to the English Language Learners we serve. In thinking back to those days and comparing them to what we know now to be even more successful it goes without saying the responsibility is tremendous.

A Supportive Context

In keeping with the Literacy theme of this newsletter we would like to share the successes we've experienced in the area of literacy here in our El Paso, Texas region. Please keep in mind our proximity to *Ciudad. Juárez, México* and the revolving door that exist on the *frontera*. We are certain that many of you can relate to the diversity of the population we so proudly serve.

In 1996, then Governor George W. Bush introduced the state to the Texas Reading Initiative. Governor Bush declared that all children would be reading at grade level by Grade 3 and continue reading at grade level throughout their school career. The Texas Reading Initiative also called for students in grade K-2 to be assessed throughout the school year to determine their strengths and weaknesses in areas such as oral language development, phonological awareness, and reading fluency, just to name a few. But, how is this initiative different from others?

Aside from the initiative being founded entirely on researched-based methodology, it continues being sensitive to second language learners. Teachers are invited to attend a four-day reading academy that exposes them to areas dealing directly with reading instruction methodology. Included in these academies is information that focuses entirely on second language learners in either bilingual or ESOL programs. Because of continued support from Texas teachers, additional academy material has been written and continues to target our bilingual and ESOL students. The high quality training materials model and teach effective literacy strategies and provide teachers with "how to" information that they can take right into their classrooms. In essence the TRI project is helping to get everyone "singing on the same song sheet," if you will. With administrator follow-up sessions, teachers and campus level administrators can speak the same language.

An Emphasis and Focus on Reading

Throughout the El Paso Region, many schools achieve high levels of success with bilingual students. The emphasis and focus that these schools place on literacy is one of the main reasons they can celebrate such successes. In this geographical area, we firmly believe in teaching the second language through the use of the first language. It is common practice for schools to begin reading instruction in the child's first language, in this case Spanish. Our schools also believe that it is crucial to teach the academic language in Spanish as well as in English. In a typical bilingual classroom teachers do not spend their time translating the same lessons for their students. Instead they teach the content in the language that is designated for that period of the day. Using cognitive strat-

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egies, academic language and effective language acquisition strategies, teachers teach the content in this manner.

Bilingual teachers are also invited to participate in other professional development opportunities that include bettering the bilingual teacher's academic Spanish. Through their participation in intensive Spanish language arts institutes, the teachers learn from native speaking instructors from *Ciudad Juárez, México*. Professional development opportunities are also offered for content area teachers working with second language learners.

A core group of teachers from San Elizario High School representing different content areas attended a Leadership Institute hosted by Region 19 Education Service Center. Their charge at the start of the institute was to produce a product that they would present to their administration and faculty that would produce a positive impact on student performance. Their school is located in a remote rural area about ¼ mile from the Mexican border. This core group of teachers chose a focus on reading. They realized that their students would benefit from a focus on reading. They also realized that it would take some convincing of math, science and social studies teachers to allow their students time to practice their reading. They had to convince their administrators to allow them a block of time within the master schedule for students to practice their reading. This year San Elizario High School became a Recognized campus for achieving high results on the Texas Assessment of Academic Skills or TAAS in all subgroups that include economically disadvantaged and limited English proficient.

Even though the schools in the El Paso area use a variety of instructional materials and programs, the thing that stands out the most is that there is emphasis on literacy. There is also mutual understanding that the administration and the faculty will maintain the same focus. There is a common vision, mission and goal that second language learners will be afforded every opportunity to succeed. In El Paso, Texas we are proud to serve the diverse population that we do. ●

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Antonio Fierro, M.A., is the Program Manager for the Texas Reading Initiative at Region 19 Education Service Center in El Paso, Texas. Selected as Texas Teacher of the Year in 1997, Antonio served as a bilingual educator for 11 years and served as State-wide Committee Chair for the continued development of the Tejas LEE (Spanish reading assessment for grades K-2). He is currently pursuing a doctorate in educational leadership at the University of Texas at El Paso and can be reached at afierro@esc19.net.

IMPLICATIONS OF THE NEW YORK CITY SCHOOLS RESEARCH REPORT

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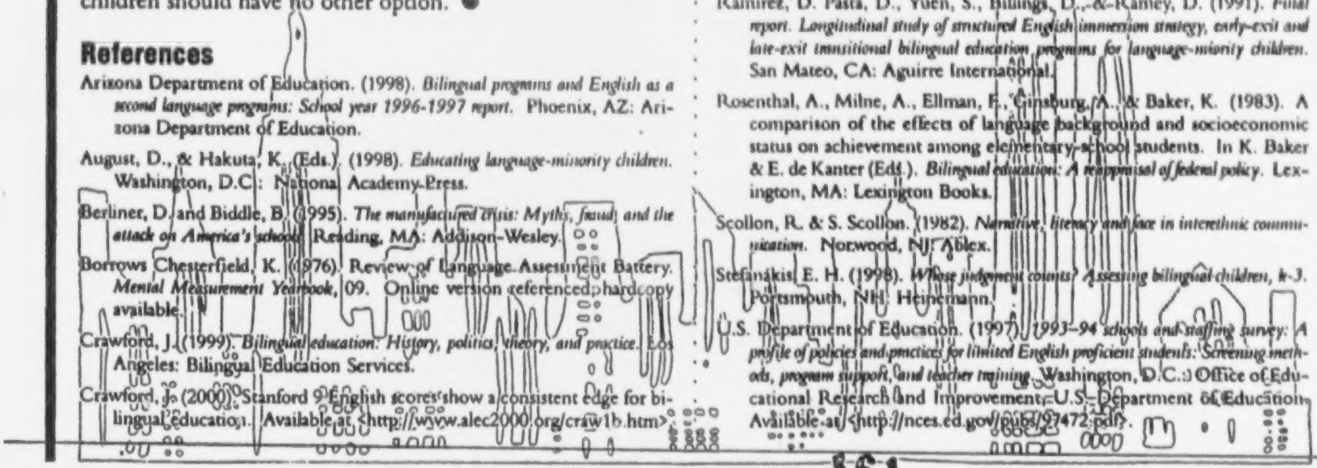
schools, everywhere in the region, into the foreseeable future. The data and research reviewed here make it clear that this burden of proof has not been met. Only unwarranted and unsubstantiated zeal for English-only instruction could be behind the demand that we limit all program options to English immersion, and that duly-elected school boards, parents, and children should have no other option. ●



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A Bogus Argument Against Transfer of Literacy

BY STEPHEN KRASHEN, PH.D., CALIFORNIA STATE UNIVERSITY

Rossell (1998) disputes the claim that literacy transfers, maintaining that bilingual education theorists only promote reading in the first language when a roman alphabet is used in both languages. There is extensive data supporting the existence of transfer of literacy across languages with different orthographies, evidence showing that the underlying psycholinguistic processes of reading in languages with different alphabets are similar, evidence showing that the process of the development of literacy in these languages is similar, and evidence showing positive correlations between literacy development in the first and second languages, when length of residence in the country where the second language is spoken is controlled (Krashen, 1996). This evidence is available for a wide variety of languages, including Chinese, Vietnamese, Turkish, Japanese, and Yiddish. Rossell does not attempt to refute these findings. In fact, they are not even mentioned, and Rossell even claims that this evidence does not exist: "The bilingual education theory is absolutely silent on the non-applicability of its theory to non-Roman alphabet languages" (p. 5, section 11).

Instead of dealing with the published research, she gives these two arguments. The first is this: " ... I can read fluently in English, but I cannot read in Russian, Arabic, Hebrew, Chinese, Japanese, Hindi or any other non-Roman alphabet language. I can only read in Roman alphabet languages."

This is not the point at all. The point is that anyone literate in any language will find learning to read in another easier than someone not literate in their first language. A literate speaker of Chinese will have an easier time learning to read English than an illiterate speaker of Chinese. The facilitating effect of first language literacy may not be immediate.

Rossell's second argument is that she has not personally observed first language literacy instruction in bilingual classrooms: "Indeed, in the decade I have been observing bilingual classrooms throughout the United States, I have never ever seen one taught in Chinese according to the theory—that is students learning to read and write in their native tongue—and I have seen only one school where the teacher even used a Chinese dialect (*sic*) in instruction. Children are not taught to read and write Chinese because there are no teachers in the United States so crazy as to think that the skill of learning to read and write in Chinese, an ideographic language that bears no resemblance to English, is transferable to English" (p. 4, section 10).

There certainly are teachers "crazy enough" to think that literacy development in Chinese is a good idea. Descriptions of various examples follow.

- In the San Francisco Unified School District, Chinese literacy is taught at the following schools: Alice Fong Yu, West Portal, Cesar Chavez, Gordon Lau, Chinese Education Center, Benjamin Franklin Middle School, Herbert Hoover Middle School, and Lincoln High School (Language Academy, 1999).
- Wong and Cook (1995) asked 116 Chinese bilingual teachers (105 Cantonese, 11 Mandarin) if they felt it was important to be literate in Chinese to be a good bilingual teacher. Seventy-one percent of the sample felt Chinese literacy was *very necessary* or *somewhat necessary*. Those who reported being proficient in reading and writing Chinese felt more strongly about the importance of Chinese literacy in teaching: Eighty-four percent of those who reported they read Chinese *very well* felt Chinese literacy was important in teaching. Forty-seven percent of those who said they read Chinese *not well* felt this way, still a substantial percentage.
- Hoover (1983) reported that there was a positive relationship between literacy developed in the first language for Cantonese speakers and the development of English literacy when literacy was substantially developed in the first language. This occurred when children had literacy development in their home country. For those who had small amounts of Cantonese literacy development in the United States, there was no relationship between first and second language literacy. Hoover concludes that "... although such instruction represents time spent away from direct English literacy instruction, it does not show the detrimental effects some hypotheses would predict" (p. 4). These results suggest that more literacy instruction in Chinese as part of a bilingual program would be a good thing.

As Lucy Tse has pointed out to me, there are several reasons why Chinese literacy development may not take place in some bilingual classes, including availability and appropriateness of reading material, and, as Rossell also notes, the fact that the children may speak different Chinese languages. While there is one written language, there are many oral Chinese languages that are not mutually comprehensible, which makes readalouds and other literacy-related activities difficult. These are practical constraints and are real, but are not counter evidence to the hypothesis that literacy transfers even when the orthographies of the two languages are different. ●

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ISSUES IN INDIGENEOUS BILINGUAL EDUCATION

Column Editor: Dr. Jon Reyhner, Northern Arizona University, AZ

Literacy and School Success

In her 1999 autobiography Lori Arviso Alvord, the first Navajo female surgeon, wrote of her experiences at Crownpoint High School in the Navajo Nation:

> I made good grades in high school, but I had received a very marginal education. I had a few good teachers, but teachers were difficult to recruit to our schools and they often didn't stay long. Funding was inadequate. I spent many hours in classrooms where, I now see, very little was being taught. (pp. 25-26)

What saved her at Dartmouth was her "strong reading background." She writes, "I read my way through the tiny local library and the vans that came to our community from the Books on Wheels program," encouraged by her parents "to read and dream" (p. 9). She could even get out of chores by reading.

She majored in the social sciences and graduated from Dartmouth in 1979. Not being able to get a job in Crownpoint, she went to Albuquerque where she was offered two jobs, one as a social worker and another paying much less as a medical research assistant at the University of New Mexico. She took the lower paying job and became increasingly interested in medicine, taking the math and science classes she had avoided at Dartmouth at the University of New Mexico with the encouragement of her supervisor, which led her to being accepted by Stanford University's medical school.

One should not underestimate Dr. Alvord's accomplishments. Only four percent of the practicing surgeons in the United States are women, and only a few of those women are American Indians. While she got into medical school partly because of affirmative action, this meant that she was constantly tested. She held herself to a higher standard lest "my being a surgeon would be attributed to quota filling, not the result of hard work and my own merit" (p. 50).

Some History

Dr. Alvord's experiences support the idea that students who learn to read well do well in school. However, her experiences of having to join what Frank Smith (1988) calls the "Literacy Club" almost in spite of her schooling is a longstanding problem. The substandard education that Dr. Alvord received in the public schools at Crownpoint, New Mexico is nothing new. Poor instructional practices were compounded throughout most of the history of American Indian education by the use of English-Only instructional practices. Luther Standing Bear (1928), who became a teacher at the end of the nineteenth century wrote,

> The Indian children should have been taught how to translate the Sioux tongue into English properly; but the English teachers only taught them the English language, like a bunch of parrots. While they could read all the words placed before them, they did not know the proper use of them; their meaning was a puzzle. (p. 239)

Students were immersed in English, when, in fact, the written versions of American Indian languages were easier to learn to read because they were developed with a one-to-one sound symbol relationship, unlike English.

Polingaysi Qöyawayma, a Hopi teacher, reported in the 1930s the same experiences as Standing Bear. When she became a first grade teacher, she was nervous, but she felt that she at least knew the language her students spoke. However, her supervisors soon reminded her that she was forbidden under the government's English-Only policy to speak Hopi to her students. In her mind she questioned her supervisors' directives and the mainstream English curriculum she was required to teach. In defiance of her supervisors Qöyawayma chose teaching material from the experiential background of her students:

> What do these white-man stories mean to a Hopi child? What is a "choo-choo" to these little ones who have never seen a train? No! I will not begin with the outside world of which they have no knowledge. I shall begin with the familiar. The everyday things. The things of home and family. (125)

She substituted familiar Hopi legends, songs and stories for Little Red Riding Hood and other European tales.

The Question of When?

One of the reasons for the recent upsurge in English-Only popular opinion is the widespread perception that bilingual education programs do not teach English and that minority students "languish" in them. This perception was loudly expressed in the passages of Proposition 227 in California and 203 in Arizona. However, Jim Cummins, Stephen Krashen, and other prominent supporters of bilingual education continue to emphasize the need to introduce English early-on in bilingual programs while at the same time developing literacy in the children's home languages whenever possible.

In his new book *Language, Power and Pedagogy* (2000), Cummins rebuts his critics and clarifies his positions on the use of home and school languages in bilingual programs. He questions a "rigid" separation of languages in bilingual programs," and "a near-exclusive emphasis" on the home language in the early grades, and the idea that literacy skills can transfer automatically from the home language to English (pp. 20-21).

Cummins especially has doubts about "delaying the instruction of English literacy for a considerable period" (p. 176). In regard to the well-known threshold and interdependency hypothesis he writes that "*Neither hypothesis says anything about the appropriate language to begin reading instruction within a bilingual program nor about when reading instruction in the majority language should be introduced*" (p. 176, emphasis in original). He writes,

> I believe, and have strongly argued, that a bilingual program should be fully bilingual with a strong English language arts (reading and writing) program together with a strong L1...language arts program (pp. 24-25, emphasis in original).

Cummins sees a special problem with delaying the introduction of English in indigenous language programs because of the lack of indigenous language literature for older students (p. 22).

Cummins also defends his well known BICS/CALP categorization. Based on the research of Douglas Biber, David Corson,and others, he finds that Basic Interpersonal Communication Skills (BICS) are made up largely of "Anglo-Saxon-based lexicon" while the vocabulary of Cognitive Academic Language Proficiency (CALP) is largely of "Graeco-Latin" origin, which is mainly found in books. Graeco-Latin words tend to be three or four syllables long, whereas the everyday high frequency words of the Anglo-Saxon lexicon tend to be one or two syllables in length (p. 78). Cummins writes,

> An obvious implication of these data is that if second language learners are to catch up academically to native-speakers they must engage in extensive reading of written text because academic language is realibly to be found only in written text. The research on reading achievement also suggests, however, that in addition to large amounts of time for actual text reading, it is also important for student to have ample opportunities to talk to each other and to a teacher about their responses to reading.... Talking about the text in a collaborative context ensures that higher order thinking processes (e.g. analysis, evaluation, synthesis) engage with academic language in deepening students' comprehension of the text. (p. 79)

Whole language advocates have criticized some of Cummins' work and tend to oppose any kind of standardized and criterion referenced tests, advocating in their place forms of authentic assessment. However, Cummins points out that in studies that utilize both types of assessment, there are "extremely strong correlations between communicative [often termed "authentic"] assessments of reading and writing and discrete point measures," such as standardized and criterion referenced test scores (p. 137). These paper and pencil tests tend to measure students' academic vocabulary.

In fact, Cummins, while recognizing their misuse, states that "to the extent that standardized reading tests mirror the context-reduced demands of schooling and many real-life reading performances (e.g. reading and completing various forms), they can be considered potentially appropriate despite the fact they lack a task-based communicative orientation" (p. 137).

Learning to Ready by Reading

While it is too early to tell, there is some indication that President George W. Bush's educational initiatives will focus on phonics reading instruction. While, as Cummins points out, some direct instruction in reading and writing is a good thing, the development of a strong cultural identity is also important. It is not just a question of teaching children to read, it is also critical that they perceive themselves as readers without seeing this as a "selling out" of their heritage and that they get lots of practice reading material that they find interesting.

I want to conclude with a quote from Stephen Krashen's *The Power of Reading: Insights from the Research*, which I quoted in this column on September 15, 1998 and a quote from a recent chapter on reading that I co-authored. Krashen writes,

> My conclusions are simple. When children read for pleasure, when they get "hooked on books," they acquire, involuntarily and without conscious effort, nearly all of the so-called "language skills" many people are so concerned about: They will become adequate readers, acquire a large vocabulary, develop the ability to understand and use complex grammatical instructions, develop a good writing style, and become good (but not necessarily perfect) spellers. Although free voluntary reading alone will not ensure attainment of the highest levels of literacy, it will at least ensure an acceptable level. Without it, I suspect that children simply do not have a chance. (1993, p. 84)

Reyhner and Cockrum conclude,

> Children who come from homes, whether they are ethnic minority children or not, where they are not read to extensively need early direct instruction in what reading is all about, including phonics; but they also need to be immersed in a friendly literacy environment as soon as possible in school that emphasizes how reading can satisfy their curiosity about things they are interested in, whether that be dinosaurs, whales, horses, race cars, motorcycles, basketball, or whatever, and can provide pleasure as well.

However, beyond playing on the immediate interests of children to get them to read, the best books from all cultures—including picture books—help teach children what it means to be a human being in the same manner of traditional stories from oral cultures. Whether these stories are read or heard, they help enculturate children to become productive members of their communities. Children who are denied these oral and written stories are in danger of missing a moral compass that will keep them on course. Educators need to work with parents and communities on a literature-based reading program to provide students with narrative guideposts, both oral and written, that will provide direction for today's youth.

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Focus on Recent Reports and Activities on Literacy

Reports

Report on Limited English Proficient students

The General Accounting Office (GAO) released a report on Limited English Proficient students. **REPORTS Public Education: *Meeting the Needs of Students with Limited English Proficiency*. GAO-01-226, February 23.** Visit **www.gao.gov/cgi-bin/getrpt?rptno=gao-01-226**

Three salient points made in the GAO report include:

1. Several factors make it difficult to generalize about how much time is needed for LEP children to become proficient in English. Achieving broader academic proficiency, such as the ability to read or communicate abstract ideas at grade level may take 4-8 years.
2. Of the two main instructional approaches, English-based instruction is more common than instruction in which a student's native language is used.
3. Whether a school district chooses an English-based or bilingual approach to teaching students with limited English proficiency, ***instructional*** quality will ultimately affect children's academic achievement. Characteristics that contribute to high-quality programs include adequately trained teachers, clearly articulated goals, and systematic assessments.

Report on Reading for Understanding

The Rand Reading StudyGroup recently released a report, entitled ***"Reading for Understanding: Towards an R&D Program in Reading Comprehension."*** The group drafted this report to assist the U.S. Department of Education solicit future proposals for R&D and to develop strategies for planning and managing programs of research in reading comprehension and learning content through reading. An important piece of this initiative is to build community among researchers, practitioners, and policy makers by widely sharing study group ideas and seeking a critique of the draft report. The Rand Corporation encourages readers of the draft report to respond with feedback about the following aspects of the draft report: Rand's Reading Study Group's summary of the issues, the coherence of their model of reading comprehension, and their sketch of the research enterprise. Rand invites all educational researchers, administrators, teachers, curriculum developers, and other educators to access the draft report and submit comments and feedback by visiting **www.RAND.org/multi/achievementforall**

Reports on Literacy from the Center for Research on Education, Diversity & Excellence (CREDE)

Educational Practice Report - Successful Transition Into Mainstream English: Effective Strategies for Studying Literature EPR 2

William Saunders, California State University, Long Beach
Gisela O'Brien, Deborah Lennon, & Jerry McLean, Los Angeles Unified School District

This report is one of a series of reports on various aspects of a multi-year Spanish-to-English language arts transition curriculum in the Los Angeles, CA area. The program uses 8-week literature units to promote first and second language acquisition and academic achievement in grades 2-5. The authors describe four effective instructional strategies used in the program: 2) building students' background knowledge, b) drawing on students' personal experiences, c) promoting extended discourse through writing and discussion, and d) assisting students in re-reading pivotal portions of the text.

Research Report - The Effects of Instructional Conversations and Literature Logs on the Story Comprehension and Thematic Understanding of English Proficient and Limited English Proficient Students RR 6

William Saunders & Claude Goldenberg,
California State University, Long Beach

In a study of English language arts transition programs for Spanish speaking students, researchers found that when teachers used both literature logs and instructional conversations with limited English proficient fourth and fifth graders, the students understood the literature being studied better than when teachers used only one of the techniques. For students already fluent in English, however, the combined effects of literature logs and instructional conversations were not significantly greater than the effect of a single approach.

The above publications are available from CREDE for $5.00 each, plus 10% shipping signed purchase order payable to CAL/CREDE, 4646 40th Street NW, Washington, DC 20016. If ordering by credit card (MasterCard or VISA), include the name on the card, card number, expiration date, billing address, and telephone number. For more information, contact credepubs@cal.org or call 202-362-0700.

Report in Texas Completed

On September 6, 2000, the Texas Education Agency released ***The Texas Successful Schools Study: Quality Education for Limited English Proficient Students.*** The Texas Study was conducted in a leadership effort to assist school districts in planning,

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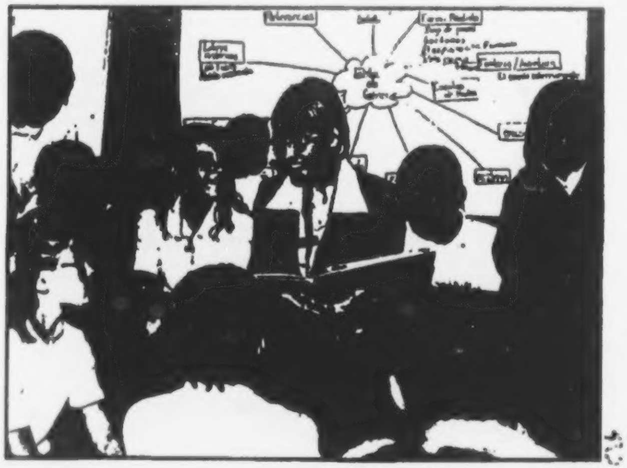
enhancing and implementing quality program for language minority students in PreK-5. Since its release, the Study has registered over 8,000 downloads of the entire Study document. The Study can be accessed at **www.tea.state.tx.us/tsss**.

As a supplement to the Study, the Program Evaluation Unit in the Office for the Education of Special populations released an ***Educator User Guide for Administrators and Educational Personnel*** on February 8, 2001. The Guide profiles the instructional models, e.g., *Late-exit and transitional*, essential program features and effective assessment and instructional practices as found in the seven successful schools featured in the Texas Study. The Educator User Guide can be accessed at **www.tea.state.tx.us/program.eval**.

Overlooked and Underserved: Immigrant Children in U.S. Secondary Schools

Published by Urban Institute researchers Jorge Ruiz-de-Velasco and Michael Fix with Beatriz Chu Clewell, this report provides a national profile of these students, examines their educational barriers, and offers educators and policymakers strategies to overcome those barriers. Two groups of immigrant teens are especially underserved, according to the report. The first group, immigrant teens, enters the U.S. school system with significant education gaps. Many are not fully literate in their native language, much less in English. The second group, students from language minority homes, has been in U.S. schools longer, but has yet to master basic language and literacy skills. While these students may be able to speak English well, their reading and writing skills often lag those of those of their student peers.

Overlooked and Underserved: Immigrant Children in U.S. Secondary Schools, by Jorge Ruiz-de-Velasco and Michael Fix with Beatriz Chu Clewell (Urban Institute Press, 2000) is available for purchase online at **www.unipress.org**. For more information about the school districts that participated in the Program in Immigrant Education supported by the Andrew W. Mellon Foundation, visit **www.cal.org/PRIME**. The Urban Institute is a nonprofit, nonpartisan policy research and educational organization that examines the social, economic, and governance challenges facing the nation.



Activities

Last year over 450,000 persons read on the same day (March 2nd), from one coast of America to the other coast. Once again, this year's **Read Across America,** sponsored by the National Education Association was a great success. The idea of setting one day aside for this activity is to highlight the joy of reading and lessons learned from it. March 2nd is also the birth date of Theodore Geisell, better known as Dr. Seuss. Some activities from Washington included the following:

- Virginia State Sen. Mary Margaret Whipple reads at Barrett Elementary School in Arlington, VA
- Rep. Tom Davis reads at Terra Centre Elementary in Burke, VA.
- Employees at Shady Grove Adventist Hospital read to students at Stone Mill Elementary School in Gaithersburg
- First Lady Laura Bush and Bob Chase, NEA President, read at Martin Luther King Library, DC
- The Harlem Globetrotters basketball team members read to students at Wheaton Plaza, Wheaton, MD
- Washington Redskins coach Marty Schottenheimer and other Redskins players read to students at Redskins Park, Ashburn, Va
- House Democratic Leader Rep. Gephardt and DC delegate Eleanor Holmes Norton read to kids on Capitol Hill (room H-204, the Capitol).
- Rep. Connie Morella reads at Gaithersburg Elementary School, Gaithersburg, MD

Hopefully, next year we can have a prominent Read Across America that's bilingual! Persons interested in hosting activities in bilingual classrooms/schools on March 2, 2002, please mark your calendars and contact Dr. Alicia Sosa at NABE (202) 898-1829.

Five sites for **The Latino Book & Family Festival** have been scheduled for 2001, beginning in early March in San Diego, California. The others are as follow:

City	Dates	Location
New York	May 12-13	Jacob Javits Convention Center
Los Angeles	October 13-14	L.A. Convention Center
San Bernardino	December 1-2	National Orange Show
Chicago	December 8-9	McCormick Place

The Los Angeles show is the largest Latino consumer trade show. Last year, this event had 734 exhibit booths and drew over 45,000 attendees for the two days.

April 30th is recognized throughout Mexico and Latin America as ***Día de Los Niños, Día de los Libros***. NABE encourages elementary schools to join with their neighborhood public library to hold a day-long (or whole afternoon) celebration of the young child (ages 4-8) and reading. The occasion should be a public one and involve various segments of the community: multi-generational, multi-ethnic, and multi-sensory.

Watch What You Say

Bilingual Education Policy in Puerto Rico and "Dangerous" Discourse

René Antrop-González, The Pennsylvania State University

At the 2000 NABE Annual Convention that took place in San Antonio, Texas, I had the honor of presenting a topic that is dear to my heart as a bilingual educator—that of the teaching of English as a Second Language in Puerto Rico. There are many ways in which a scholar can approach this subject. I opted to delve into the socio-historical aspect of English teaching on the Island. However, to do this requires a critical lens that looks at such issues as language, power, and colonialism. By no means are these comfortable connections to make. The teaching of English and the topic of bilingual education are political in nature and, as a result, are often the subjects of heated debate as we attempt to come to terms with our history as a colonized people.

While heated debates are of no surprise to me when confronting these issues, what happened during and after this particular convention presentation made me realize something very important. These debates can indeed be "dangerous" in the sense that engaging in a critical dialogue can serve to threaten the status quo that is vastly represented in our teaching world. Social and power structures are upset in the process. As a result, those who find themselves to be threatened will strike in very peculiar ways. So, then, I ask myself the following questions as a bilingual educator: Is bilingual education political? Whose interests does bilingual education serve? How can critical pedagogy be implemented within our bilingual program? These are the questions that I attempted to answer during that fateful day in San Antonio. Join me as I help you relive that "dangerous" presentation.

My "Tenure" as an Uncritical, Apolitical, and Oppressive Teacher in the Colony

Assigned to work at a rural Puerto Rican school as a Title 1 English teacher, I was immediately confronted with outdated and corroded textbooks that were exclusively based on the audio-lingual method of second language learning. This method relied on the students constantly repeating grammatical sentence structures. Of course, the teacher was still seen as being the focus of the class. Also, the students I "taught" had no idea what they were saying nor did they particularly care. However, I never questioned these teaching practices. As a result, my students constantly scored low on teacher-prepared tests and dreaded the very thought of having to take English. Was there any solution?

Sensing my own inadequacies as an ESL teacher as a result of the inadequate methods that were being espoused, I sought a viable solution through the following premise: Can language be taught through a context that makes it more meaningful to the students' own lives? Can language be used to engage learners in a critical dialogue with which they can make sense of the very world in which they live? Can they use the English language, as well as their own, to become agents of change rather than agents of the status quo?

The Socio-Historical Context of ESL Teaching in the Colony

Numerous scholars have examined the Americanization process from within the context of Puerto Rico and the teaching/imposition of the English language (Barreto, 1998; Negrón de Montilla, 1998; Méndez-Bernal, 1997; Navarro, 1995; Spring, 1994; Muntaner, 1990; Algren de Guitiérrez, 1987; Alvarez, 1986; Ryan, 1981; Canino, 1981; Gorman, 1973; Osuna, 1949; Cebollero, 1945). In fact, Osuna (1949) remarks, "Were we to mention objectives before 1930, perhaps we could point out three, which seemed to be common to all commissioners, these being: Americanization, extension of the school system, and the teaching of English (p. 282). Silén (1971) supports Osuna's remarks by stating, "From its beginnings the Puerto Rican school has smelled strongly of colonialism. Under Spain it was designed to create loyal subjects of the Crown. Under U.S. domination after the Spanish-American War, U.S. commissioners set about to subordinate public education to the teaching of English" (p. 93). Also commenting on the intent to Americanize the Puerto Rican school system, Fox (1924) wrote:

> American educators had gone to Porto Rico [note the Anglicized spelling] and transplanted American methods of education unfortunately without adapting them to Latin-American psychological factors. For instance—these Spanish speaking children, keenly patriotic, were taught American patriotic songs and the flag salute in English. A mad scramble ensued to learn English and teachers poorly equipped to teach English were much in demand (p. 50).

Between 1900 and 1945, various public school language policies were experimented with in Puerto Rico: the Brumbaugh policy (1900-1903), the Falkner-Dexter policy (1903-1914), the Miller-Huyke policy (1915-1934), the Padín policy (1934-1937), the Gallardo

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vastly represented in our teaching world. Soc

> *"The main premise of critical pedagogy is that education and the knowledge that it produces are in no way innocent or value-free. One's interests are being served in the process of teaching and learning."*
> *Freire, 1970*

policy (1937-1945), and the Villaronga policy (1945-present) (Osuna, 1949; Cebollero, 1945). This last policy makes the teaching of ESL a required subject for grades K-12 for one class period per day.

In 1998, the Puerto Rico department of Education launched the *Project for the Formation of a Bilingual Citizen*. In this document, it was apparent to me that the current political party in power (the New Progressive Party; the party advocating statehood for the colony) was using bilingual education to impose its own political agenda through its continued attempts to Americanize the colony's populace. I argued, therefore, that this bilingual education project contained a hidden curriculum of Americanization. This, too, I stated and I countered by offering a possible solution—one that would exalt the benefits of bilingual education and empower students to use the target language in a critical way.

The Discussion of Critical Pedagogy and Bilingual Education

The main premise of critical pedagogy is that education and the knowledge that it produces are in no way innocent or value-free. One's interests are being served in the process of teaching and learning (Freire, 1970). The notion that textbooks and teachers themselves are to be regarded as the purveyors of "Truth" while students are nothing more than passive receptacles waiting to be filled with value-free knowledge is better known as the "banking model of education" (Freire, 1970). This belief is reflected in many ESL classrooms in Puerto Rico as our students are constantly bombarded with discrete-point skills tests that supposedly serve to "prove" just how much English our students know. After having discussed some of the basic theoretical points behind critical pedagogy, I offered a set of practical ideas that could be implemented in the current project's curriculum (Chicago Praxis Project).

The six ideas that were presented via a transparency are the following:

1. **Education is not neutral:** Education is either designed to maintain the status quo, imposing on the people the values and culture of the dominant class, or education can be used to liberate people, helping them to become critical, creative, free, and active.
2. **Content comes from the participants:** People will act on issues in which they have strong feelings.
3. **Dialogue:** Dialogue or discussion should be engaged between both the teacher and learner. Learning should not be a one-way street.
4. **Problem-posing education:** The teacher should not lecture his/her students. Rather, questions can be posed which, in turn, makes the learner an active participant.
5. **Reflection/Action:** Learners should feel free to reflect upon their learning process.
6. **Transformation:** Education should be used as a way in which learners and teachers can change those social structures that affect their lives on a daily basis.

The Post-Presentation Dialogue

After discussing the socio-historical aspect of ESL teaching/learning in Puerto Rico, the hidden curriculum present in the current bilingual project being implemented in the public school system, and the need to consider the benefits of critical pedagogy, I decided that it would be good for the audience to react and reflect on what was said. What happened during this discussion was quite interesting.

Once I offered the floor to the educators present in the audience, I noticed that marked divisions among those present took place. There was the group that definitely supported what had been said and a group that did not. However, I did notice that attending the presentation was the current director of the Puerto Rico Department of Education Bilingual Education Program and a group of supporters. Hence, I figured that the post-presentation dialogue would become very interesting. To my heart's content, I found that most of those present in the audience had much experience working with bilingual education within a Puerto Rican context on both the Island and the United States.

After a group from the audience expressed their support of the critiques that were made during my presentation, the group representing the state apparatus from Puerto Rico became quite nervous. After all, being individuals with power positions in Puerto Rico, they probably were not accustomed to hearing such direct critique of their beloved project. However, in these types of academic venues, accountability is quite high and professionals are not afraid to make their sentiments known. What surprised me the most was the question that was posed to me in front of the audience. The director of the bilingual project in Puerto Rico asked, "Who are you citing in your research?" I again repeated the names of those scholars whose voices had made a contribution to my critique. His response was, "But they support independence for Puerto Rico!" I read this response as meaning, "But they do not count!" As a result, the audience once again showed their shock and dismay at such a blatant dismissal of voices and scholarship for the mere reason that they were not aligned with the status quo of the current Puerto Rican educational system? Once again, I ask, "Is education not political?"

Eventually, the presentation ended, and I returned home to State College, Pennsylvania to continue my doctoral studies. Three days after having arrived from San Antonio, I was requested to meet my doctoral advisor in her office for some private time. She informed me that she had received a phone call from Puerto Rico. The caller had evidently been quite disturbed at what had transpired during

(continued on page 41)

dialogue can serve to threaten the status quo that is
and power structures are upset in the process.

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Tamales Para Ricitos de Oro

Promoting Writing Through Children's Literature

By Howard L. Smith, University of Texas - San Antonio
With Norma E. Hernández, Claudia Martínez, Sharon Martínez, and Siomara Palacios, San Antonio ISD

By the time most children arrive at school they have formed their own theories about print (Fang, 1999; Pontecorvo, Orsolini, Burge, & Resnick, 1996). Research shows that young children write a wide variety of texts (e.g., shopping lists, restaurant orders, notes to a parent) long before they enter school (Goodman, 1990). Sadly, kindergarten students are commonly treated as if they were completely devoid of any notions about literacy. Most preschool students are prescribed hours of preparatory exercises before they are given meaningful opportunities to write (Moxley, Warash, Coffman, Brinton, & Concannon, 1997). These writing "exercises" (e.g., letter tracing, copying from the board) are designed to increase the child's capacity to make accurate letters shapes, maintain appropriate spacing and the like. Such activities do little to create an appreciation for writing as a mode of self-discovery or self- expression.

The Need: To Move Beyond the Superficial

For English language learners in bilingual classrooms, literacy development is even more problematized (Moll, 1992). According to Gomez, Parker; Lara-Alecio, & Gomez (1996, p.210) writing instruction for English language learners is generally confined to "mechanical aspect of writing such as syntax, punctuation, and spelling." They are given few opportunities to use their L1 in any substantive way (Martinez-Roldán & López-Robertson, 1999/ 2000; Smith, 1999).

In order to move beyond superficial, fine motor exercises, teachers must adopt new methods or tools for literacy instruction. The term *scaffolding* has been used to describe a variety of teaching strategies that support students as they engage in activities beyond their current level of ability. As their ability increases in the particular task, the teacher reduces or removes the support. Butler (1998, p. 380) identified five features of mediation or scaffolded instruction:

1. It is support that is flexibly calibrated to meet students needs.
2. It will either increase or fade, depending on how independently students regulate their learning.
3. It is contextualized.
4. Optimal support is provided through interactive dialogues conducted during collaborative problem solving.
5. Support also attends to sub-skills as they occur in the context of meaningful tasks.

One way to support children's writing is through the use of children's literature (Lancia, 1997; Yopp & Yopp, 2000). Trade books and other authentic texts create common ground or context for discussions (Klassen, 1993). The use of authentic texts has been found to help stimulate creative writing (cf. Johnson, et al.,1999; McMackin,1998). Children's books, when used appropriately, also help teachers address various subskills of language (Traw, 1996).

But children's books, alone, are not enough. An important tool for the appropriate use of children's literature is the use of questioning strategies that promote higher order thinking (cf. Marzano, 1993). Bloom's (1956)Taxonomy and other models delineate varying levels of abstract thought (cognitive engagement) that can be reached through the questions (scaffolding) from the teacher. Unfortunately, studies show that "left to their own devices, teachers typically ask only low-level, fact-recall questions (LeNoir, 1989, p. 41). In the context of literature discussions, examples of low-level questions would be "Who was the main character? What was the problem? Where did the story occur?" According to Dillion (1981, quoted in LeNoir, 1989, p. 351) "The teacher's question is one factor which alone might account in great part for minimal student expressivity, lack of student-student interaction, and diminishing cognitive and affective processes."

Study Focus

This study examines the effect of children's books and questioning strategies on the creative writing of kindergarten children in Spanish. The writing samples presented in this article were created by bilingual kindergarten children in three different schools in southwest Texas. The students, all Spanish dominant, listened to authentic children's stories in Spanish and then received prompts in the form of questions to stimulate discussion and creative writing. This literacy cycle was administered twice a week in addition to the other activities usually covered during the language arts time for four weeks in the spring of 1999.

We wanted to see to what extent the writing of kindergarten children would change when two new scaffolds were offered to them during their language arts period. Our goal was to provide scaffolding so that they would produce original texts that reflected analysis, synthesis, and evaluation of the stories (Edwards & Springate, 1995). For this study, we used an approach suggested by Ada (1990). The children were asked to respond in writing to (a) descriptive questions, (b) questions to foster critical analysis, (c) questions to prompt personal interpretation followed by (d) creative expression. We were confident that the young students had sufficient experience with descriptive questions to respond appropriately to prompts of the first phase. We anticipated that the other phases were developmentally appropriate.

Creative Children and Creative Classrooms

In this article we discuss the writings of seven students from three different classrooms. They were selected because they illustrate the dramatic changes that occur when appropriate scaffolding is provided. The students were Mexican American children between the ages of 5.11 and 6.7 years—all of whom received a free lunch. All were Spanish dominant and were enrolled in a bilingual kindergarten in which Spanish was the language of instruction for 90% of the day. Two of the classrooms used a highly structured and scripted reading approach. The daily routine of these classes included a short book or passage read aloud by the teacher. The teachers would ask descriptive level ("one right answer") questions based on the story, and on alternate days, the class would give an oral retelling. They also used guided reading, highly structured phonemic awareness activities, individual emergent reader texts and journal writing.

The third classroom used a literature based approach for literacy development. At the start of each day the teacher read a story or played a musical selection that related to the story. Phonemic awareness was developed through the use of authentic children's texts, rhyming stories, games and songs. As was the case with the other two classrooms, the students in this classroom received time for journal writing, based on personal experiences or literature response everyday. In all classes the language arts period lasted approximately 90 minutes in the morning. All teachers had less than 2 years experience when they began the project.

The Literacy Cycle

Descriptive phase

To start, each teacher read a familiar classic children's tale (see "Bibliography") to the whole class. The teachers then told their students "*Escribánme un resumen del cuento*" [write me a summary of the story]. When students would individually approach a teacher with their work, they might be encouraged to write more through prompts: "Who kept blowing down the houses of the three little pigs? Who was the one who ate the porridge of the three bears?" On Thursday of that week, they were read another familiar children's tale and told to do the same thing with descriptive level goals for their writing.

Personal interpretive phase.

The following week, students heard modernized versions of the children's tales. To prompt their thinking at the personal interpretive level the teachers asked, "Has anything like this happened to you?" Many students were immediately able to identify with the wolf who was framed *in La Historia Verdadera de los Tres Cerdos por S. Lobo* [The True Story of the Three Little Pigs, by I. M. A. Wolf]. After listening to a few volunteers the students were told to return to their seats and to write about a personal experience similar to what had occurred in the story. On Thursday, after hearing *Bucles de Oro or Ricitos de Oro* [Goldilocks and the Three Bears] students were eager to mention how some one had misused their things, as Goldilocks had done to the Three Bears. The teachers allowed a few to share their stories and then asked everyone to write about an experience similar to the one in the book.

Critical phase

During the following period for language arts, the students heard a third version of each fairy tale story. For this critical phase, teachers asked the students to respond to "what if" questions "*¿Qué hubiera pasado si Bucles de Oro no hubiera saltado por la ventana?*" [What would have happened if Goldilocks had not jumped out of the window?].

Creative phase

Finally, the students heard a fourth version of the tales (e.g. *Los tres lobitos y el cochino feroz* [The Three Little Wolves and the Big, Bad Pig]. When the teachers had finished reading the last page, they would display the other versions that they had earlier to the class and say, "*Hemos leído otras versiones de este cuento. Ahora han visto como se puede cambiar una historia. Como autores, vamos a escribir nuestra propia versión del cuento*" [We have read other versions of this story. Now, you have seen how you can change a story. As authors we are going to write our own version of the story]. In all cases, the teachers read the stories in Spanish to their classes

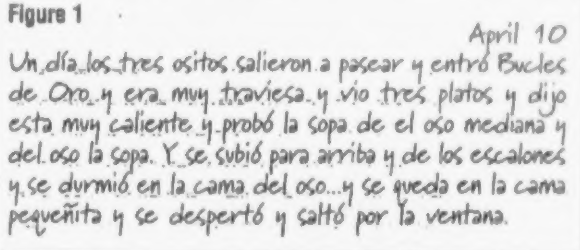
Discussion Of The Writing

In the first writing sample (Figure 1) the student began with the date (provided by the teacher on the chalkboard). Writings from this initial phase were short, uninspired and prosaic. One child wrote his retelling in column form with a drawing. This may be attributable to the student's desire to imitate an acceptable format (columns).

During the second phase the writings began to show some originality. Students heard another version of the fairy tale and were told to write about an experience they had that was similar to the story. After hearing a version of *Goldilocks*, one kindergartner related how she had become separated from her mother in a store (Figure 2). Although this child continues to struggle with several mechanical conventions, she is able to narrate a cohesive story. The events are clearly described and the plot sustains the interest of the reader. Like many writers she closes her story with the standard "the end."

The writings from the third and fourth weeks exhibited qualitative and quantitative improvements. Jésica created a story, based on Goldilocks, in which the main characters played together on the swings. Goldilocks was also very responsible: "*Va a sacar su mugrero. Se va a ir a su casa. Se le hace tarde.* . . . [She was going to take out her trash.

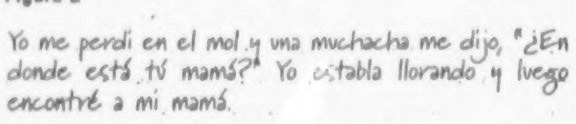
Figure 1



April 10

Un día los tres ositos salieron a pasear y entró Bucles de Oro y era muy traviesa y vio tres platos y dijo esta muy caliente y probó la sopa de el oso mediana y del oso la sopa. Y se subió para arriba y de los escalones y se durmió en la cama del oso...y se queda en la cama pequeñita y se despertó y saltó por la ventana.

Figure 2



Yo me perdi en el mol y vna muchacha me dijo, "¿En donde está tú mamá?" Yo establa llorando y luego encontré a mi mamá.

Figure 3

Una vez Cabellos doe Oro entró a una casita que estaba pequeñita y v se quedó para jugar con la osita. Jugará con el papá y con la mamá. Y jugaron a las escondidas y su mamá le llamó a Cabelloa de Oro y le dijo en donde estaba, estaba en una casita de unos ositos.

Figure 4

Habla una vez tres pescados y un cochino feroz. El cochino feroz vio a los tres pescados los yio muy ricos y ce los comió.

She was going to go home. It was getting late.]"

Another responsible protagonist was created by Estrella. In her story, as Goldilocks played with the bears, "su mamá llamó a Cabellos de Oro y le dijo en donde estaba, estaba en una casita de unos ositos [her mother telephoned and she explained that she was at the home of three bears]."

Students demonstrated their analytical abilities:

> ...if the houses were made of bricks then he couldn't eat them. "*Si las casas fueron/ estaban echas de ladrillos entonces no se los podía comer. Los cerditos estaban felices y nunca jamás los volvieron a mirar*" The three little pigs [would be] happy and never again would he see them again.]

In this study, the students created texts that demonstrated their ability to surpass a superficial (descriptive) level of writing through scaffolding, in the form of questions. Stylistically, their writing became more sophisticated. When teachers design such classroom experiences, they legitimize the cultural capital of the student by giving it (prior knowledge, cultural capital) a forum within the school setting. This kind of activity also allows children the opportunity to practice or acquire a different system of representation (scientific concepts). Specifically, their experience no longer resides exclusively in their memory—it has now been mediated through an alphabetic system which can be communicated to others across time and space.

Students took advantage of the opportunities to link up the stories with events in their lives. Often the personal adventures of the children rivaled the harrowing escapades of the storybook characters. As children developed their stories based on personal events, they were also coming to see how literacy can be used to mediate their world (Moll, 1990). Writing ceased to be merely a tool to complete an irrelevant "seat" activity. It became an instrument through which they could communicate their feelings, ideas and experiences that make them who they are. It allowed more than self-expression. It gave them the means to proclaim their self-identity in a society that regularly and systematically ignores them (Smith, 1998).

Use of conventions from texts.

Kenneth Goodman (1988) argues that a literacy event is a dichotomous process of invention and convention. Children who wish to join the "literacy club" (Smith, 1988) must learn to negotiate two sign systems—one that exists for the world at large (society) and one that the child creates for their world within. As the examples show, students adopted many conventions provided by the teacher (e.g. the date) the story books, as well as other printed materials in the classroom. One child re-created the story, "scene by scene." While not a completely original thought, the amount of writing was remarkable for kindergarten. Students attempted to develop and maintain the interest of the reader through a variety of situations and turns of events. Their writings had a sense of story. There was a logical beginning, an issue, a denouement (French term, used in children's literature plot sequence to denote successful resolution or final outcome of the main dramatic complication),and an ending. By using the fairytale genre, students were allowed to enjoy a story while acquiring the structures they needed to create their own tales.

Language development

Another outcome of this experience with stories and scaffolds is the language development that took place. Social interactions around texts and the creation of texts provided students with innumerable opportunities to explore and negotiate meaning. As these students shared their writing with other members of their class, they were made aware of other forms of expression. When children are allowed to exchange ideas, or in this case, modes of written and oral expression, they are creating zones of proximal development (Vygtosky, 1978). "As students engage in dialogues with more competent partners and adults, they internalize the language of these interactions and use it to organize their individual endeavors in the same manner" (Jaramillo, 1996, p. 138). Through classroom discussion on their writing, the students had language conventions reinforced for them while having language inventions introduced to them.

Conclusion

In this study we observed the effect that questioning strategies, along with children's literature, had on the writing of kindergarten students. Despite the limited time of the study the teachers of this study created an experience that produced a qualitative and quantitative change in the students' writing. The data presented (and many other samples not shown) offer convincing evidence that when written communication is mediated through socially constructed tools and experiences, children can surpass the expectations of adults. Given the influence of L1 literacy on L2, it would seem important to explore teaching strategies that develop literacy in the students' home language in order to increase proficiency in the new language.

The data also suggest other questions. To what degree would have the writing developed had the project continued another month? Three months? A year? Are there other genres that would have had similar or better effects on the children's writing? Will the children transfer their skills to English when the opportunity arises? Hopefully, others will explore these issues. ●

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(See page 41 for a list of Books Cited and References)

Guide to Online Literacy Resources

Jon Reyhner, Northern Arizona University, AZ

ERIC Clearinghouse for Reading, English and Communication:

This Clearinghouse includes the READING PATHFINDER with organized resources on the Web to help children become competent readers by about the third grade; LITERACY EDUCATION RESOURCES from early childhood to high school, an extensive online collection of literacy resources from theory to lesson plans; CHILDREN'S LITERATURE RESOURCES for young children to adolescents with an extensive online collection of literature resources from booklists to lesson plans; and the FAMILY INFORMATION CENTER dedicated to providing educational materials and services to parents who take an active role in their children's education. It also publishes *Parents and Children Together Online* magazine at **www.indiana.edu/~eric_rec/fl/pcto/menu.html** with the goal of promoting family literacy by providing children and their parents with interesting materials that will help them to share the joy of reading together. It features original stories and articles for children, suitable for reading aloud. A special section for parents features articles on issues related to children's reading and writing, and book reviews of recent children's literature (ERIC/REC, Indiana University, Smith Research Center, Suite 150, Bloomington, IN 47408-2698; Phone 800) 759-4723 or 812 855-5847; FAX (812) 856-5512; E-mail askeric@askeric.org). **www.indiana.edu/~eric_rec/**

Helping Your Child Learn to Read

This resource is an online guide that gives basic information about reading to children and then provides simple, fun activities for parents and their children to do together. It ends with a list of resources. This guide focuses on what you can do to help children up to 10 years of age, the period when parents can lay the foundation children need to become lifelong readers. **www.ed.gov/pubs/parents/Reading/index.html**

The Literacy Assistance Center

The Literacy Assistance Center is a technical assistance agency that maintains a lending library of instructional materials and professional books related to Adult Basic Education (ABE), English for Speakers of Other Languages (ESOL) and youth related programs. The Center contains videos, instructional software, and professional and publishers' journals. In addition, workshop handouts, teacher-made instructional materials, and unpublished papers relating to literacy and language acquisition are available. The Center also conducts research, writes reports and publishes the *Literacy Update* newsletter and *The Literacy Harvest* (84 William Street, 14th Floor, New York, NY 10038; Phone 212 803-3300; FAX 212 785-3685; E-mail lacinfo@lacnyc.org; **www.lacnyc.org**

Literacy Volunteers of America

Founded in 1962, Literacy Volunteers of America is a national, not-for-profit organization that delivers local literacy services through a network of more than 50,000 volunteers nationwide. Its certified, locally-based education programs are committed to increasing literacy for adults and their families, effectively utilizing and supporting volunteers in the delivery of services, and providing research, training and technical assistance related to literacy. Through trained volunteer tutors, adult learners are enabled to achieve personal, educational, and job-related goals. It has more than 350 affiliates in 43 states and has tutored over half a million adults in both basic literacy and English for Speakers of Other Languages programs [635 James Street, Syracuse, NY 13203; Phone 315 472-0001 or 1-877-Help LVA (toll free); FAX 315 472-0002; E-mail info@literacyvolunteers.org]. **www.literacyvolunteers.org/home/index.htm**

The National Center for Family Literacy

The National Center for Family Literacy is a non-profit organization providing leadership for family literacy development. It promotes policies at the national and state levels to support family literacy, and designs, develops, and demonstrates new family literacy practices that address the needs of families. Its goals include delivering high quality staff development and technical assistance and creating and supporting systems that help sustain family literacy programs (Waterfront Plaza, Suite 200, 325 West Main Street, Louisville, KY 40202-4251; Phone 502 584-1133; FAX 502 584-0172; E-mail ncfl@famlit.org). **www.famlit.org**

The National Center for ESL Literacy Education (NCLE)

This organization is a national information center focusing on the language and literacy education of adults and out-of-school youth learning English. It provides technical assistance to adult English language and literacy programs, professional development of program staff in such programs, and the development of online resource collections on a number of key topics in adult ESL. As an adjunct clearinghouse in the Educational Resource Information Center (ERIC) system, it also collects, analyzes, and abstracts documents within its scope for the ERIC database, provides an information and referral service, and publishes resources for practitioners about literacy instruction for adults and out-of-school youth learning English. NCLE publications include *NCLE NOTES* (a biannual newsletter), *A Research Agenda for Adult ESL*, *Assessing Success in Family Literacy and Adult ESL*, and a variety of ERIC digests. Adult ESL topics addressed in these publications include innovative programs and promising practices, learner assessment, cultural considerations, workplace literacy, and family literacy in multilingual families (National Center for ESL Literacy Education, 4646 40th Street, NW, Washington, DC 20014; Phone 202 362-0700 ext. 200; FAX 202 363-7204; E-mail ncle@cal.org). **www.cal.org/ncle**

Arnold, Chandler. (1997). ***Read With Me: A Guide for Student Volunteers Starting Early Childhood Literacy Programs***. Washington, DC: US Department of Education National Institute on Early Childhood Development and Education. **www.ed.gov/pubs/ReadWithMe/**

Macfarlane, Eleanor. (1994). ***Children's Literacy Development: Suggestions for Parent Involvement***. ERIC Clearinghouse on Reading, English, and Communication Digest #89. **www.ed.gov/databases/ERIC_Digests/ed365979.html**

The **National Institute for Literacy** is an independent federal organization providing national leadership towards the goal of a fully literate America. The NIFL promotes sound public policy, manages a state-of-the-art Internet-based information and communications system for the literacy field, produces and disseminates knowledge about literacy. All publications, including the *Talk Time Handbook* for English as a Second Language (ESOL) practitioners, are available free of charge. [1775 I Street, NW, Suite 730, Washington, DC 20006-2401; Phone 202 233-2025; FAX 202 233-2050; E-mail ahartman@nifl.gov] **www.nifl.gov**

Reading is Fundamental (RIF) develops and delivers children's and family literacy programs that help prepare young children for reading and motivate school-age children to read regularly. Through a national network of teachers, parents, and community volunteers, RIF programs provide books and other essential literacy resources to children, at no cost to them or their families. RIF focuses highest priority on the nation's neediest children, from birth to age 11 [1825 Connecticut Avenue, N.W., Suite 400, Washington, DC 20009. Phone 1 877 RIF-READ (toll free) or 202 287-3220; FAX 202 673-1635; E-mail: rif@rif.org] **www.rif.org**

Simple Things You Can Do To Help All Children Read Well and Independently by the End of the Third Grade. This publication of the America Reads Challenge lists things parents, grandparents, and others can do to help children read. To learn more about the America Reads Challenge call 1-800-USA-Learn. **www.ed.gov/pubs/SimpleThings/index.html**

Starting Out Right: A Guide to Promoting Children's Reading Success. (1998). Washington, DC: National Academy Press. Written for parents, this book provides information on what kinds of language and literacy experiences to look for in preschool and child care settings, what to look for in initial reading instruction in kindergarten and the early grades, what to ask school boards, principals, elected officials, and other policy makers who make decisions regarding early reading instruction, and whether their child is making progress in reading related skills and early reading. It includes activities parents can do with their children. Available online at **http://bob.nap.edu/readingroom/books/sor/**

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NABE LEGISLATIVE UPDATE

ESEA Reauthorization on the Fast Track in the U.S. Senate and House of Representatives

Bilingual Education in Jeopardy of Being Blockgranted

BY PATRICIA LOERA, ESQ., NABE

Although President Bush and the Congress have only been in session two months, numerous Elementary and Secondary Education Act (ESEA) proposals specifically impacting the Federal Bilingual Education Act (BEA) have been introduced in the Senate and House of Representatives. Although all the proposals acknowledge the importance of providing federal support to ensure limited English proficient (LEP) children receive a high quality education, many of the proposals would convert the current BEA into a formula block grant program.

The President's Plan "No Child Left Behind"

During his first week in office, President Bush issued his education plan, *No Child Left Behind*, for reauthorizing the ESEA. Although President Bush's education proposal does not include actual legislative language, the plan does provide an outline of the President's priorities. President Bush proposed a new *Title III, Moving Limited English Proficient Students to English Fluency*. The new Title would consolidate the current programs under Title VII, Bilingual Education, Emergency Immigrant and Foreign Language Assistance Program (FLAP) and formula block grant them to the states as a *performance-based grant* to be used for programs that ensure LEP children achieve English fluency within 3 years. If States fail to meet this objective, 10% of their administrative funds can be withheld. The Title stresses "mastering English as quickly as possible." You can view the entire proposal on the Internet at **www.ed.gov.** Look for President Bush's Proposal, "Leave No Child Behind."

"Better Education for Students and Teachers Act"

Chairman Jeffords (R-VT) and Ranking member Senator Kennedy are leading the Senate HELP committee to put together the BEST bill. The bill takes many of the proposals from last year's S.2 bill and the non-controversial provisions of the Bush proposal and shapes it into a bill that was voted out of the HELP committee on March 8, 2000. Regarding bilingual education, the BEST bill moves the BEA to Title III and continues the program as a targeted competitive grant program to help schools ensure LEP children learn English and reach the same high academic standards expected of *all* children. The proposal includes strong accountability provisions requiring schools to test LEP children with English language proficiency tests on an annual basis to monitor student progress in learning English. BEA grantees would also need to conduct an annual, rather than biennial, evaluation which will help hold projects accountable and determine the extent to which these students are achieving to state academic standards. NABE supports the BEA as reported out of the Senate Committee. To see the draft proposal of the BEST bill, visit **www.senate.gov** and click on at the HELP committee webpage.

Many of the proposals would convert the current BEA into a formula block grant program.

The 3 R's Plan (S.303/H.R. 345)

Senator Lieberman (D-CT) joined by 10 other original Senate cosponsors and a corresponding group of New Democrats in the House (Reps. Cal Dooley of CA and Tim Roemer of IN) also introduced their 3 R's legislation. The "Three R's" bill aims at overhauling the ESEA by combining and block-granting more than 60 programs into five performance-based grants. The proposal also calls for boosting federal funding by at least $35 billion over five years and would demand measurable results for student achievement based on state standards through state testing. The 3 R's plan formula block-grants the current programs under Title VII, the Federal Bilingual Education Act and Foreign Language Assistance Program to the states and allows the states to use the money to implement benchmark measures to ensure LEP students master English. You can see the entire piece of legislation at **www.senate.gov**. Just scroll down and type in S.303.

The Democratic Plan (S.7/H.R.340)

The House/Senate Democratic Caucus, led by Rep. George Miller (D-CA) and Dale Kildee (D-MI) in the House (H.R. 340) and Senators Daschle and Kennedy introduced their education bill in the Senate (S.7). Both Democratic bills maintain the focus of the Bilingual Education Act by maintaining it as a competitive grant program, increase accountability and streamline many of the requirements for numerous programs. The proposals also call for increased investments for programs serving poor and at-risk children. **NABE supports both of these bills.** You can see the entire piece of legislation at **www.senate.gov**. Just scroll down and type in S.7/HR340.

Timeline

President Bush has signaled that he wants to sign an ESEA bill by June 2001. Given the bipartisan spirit regarding education, both House and Senate authorizing committees are diligently working towards meeting this deadline. The Senate Health, Education, Labor and Pensions Committee (HELP) approved the BEST bill on March 8, 2001 with full Senate floor consideration to begin April 28, 2001. The House Education and Workforce Committee already scheduled field hearings for February and March. The House Committee anticipates a committee markup on an ESEA bill by April 28, 2001 and House floor action to begin in late April.

Challenges for the BEA

NABE is very concerned about proposals that would:

- block-grant the BEA into a formula based program to the states;
- impose a 3-year time limit on the amount of time an LEP student may receive academic and language support services;
- end federal policy that LEP children have access to academic content as they also learn English;
- deny academic and language support services until a parent affirmatively requests services (parent opt-in); and
- end current federal policy promoting all children learning a second language.

NABE opposes formula block granting the Bilingual Education Act.

As a competitive program, federal funds are awarded based on quality and need. Funding is concentrated for a number of years in sufficient amounts to effectuate real educational improvement. As a block granted program, states would receive, at current funding level ($296 million for bilingual and $14 million for FLAP)—as little as $75 per child. School districts with 100 students would receive as little as $7,500, an amount that is insufficient to establish or maintain a district- or school-wide program.

The BEA's success also results from its comprehensive scope, including support for teacher training, staff development, research on best educational practices, and the dissemination of information and materials. Each subpart of the BEA is critical to the Act's overall performance. Under this approach, inservice professional development is an allowed activity, but no resources would be targeted to recruit teachers, to help teacher aides become certified as teachers, to help graduate students develop as researchers and professors. Under the 3 R's bill and the President's proposal, the consolidation of grants into a performance based formula grant would result in the loss of the:

- National Clearinghouse for Bilingual Education (NCBE)
- Training for All Teachers Grants
- Bilingual Education Teachers and Personnel Grants
- Bilingual Education Career Ladder Program
- Graduate Fellowships
- Instructional Materials Development
- Academic Excellence Awards
- Field-Initiated Research Grants
- System-wide Improvement and Comprehensive School Grants
- Program Enhancement Projects.

In addition, schools may not net their FAIR SHARE due to the lack of national infrastructure/accountability for counting LEP students. The current national and state infrastructure for collecting accurate data on the number of LEP students must be improved. Currently, states and local education agencies (LEAs) self-report the number of LEP students. The task of obtaining an accurate count of LEP students becomes even more complicated factoring in the mobility of LEP students, who often move between states, school districts and schools. Given the lack of accurate and reliable data, significant obstacles arise for schools to receive their fair share of federal support for LEP students. The bill does allow for numbers based on the Census information. The information available through the Census provides data on the number of households that speak a language other than English. This information is useful to count the number of language minorities, but not to identify the number of limited English proficient children in specific school districts. In addition, the data obtained from the Census will not provide an accurate count due to the persistent undercounting of minorities and children.

NABE Opposes Imposing a 3-Year Limit on the Time Schools can Offer Academic and Language Support Services to LEP Children.

LEP students come to school with diverse needs, and at different levels with respect to language proficiency, literacy skills, and academic preparation. Mandating time limits on academic and language support programs that serve these students would intrude on the school districts' abilities to tailor effective research-based curricula to individual student needs and would compromise the quality of instruction. In addition, claims that all children can learn academic English in three years is in direct opposition to the findings of credible research on the subject. Educational reform must allow for local flexibility in program design, recognizing that children learn at different rates and that many require extra academic support to help them achieve to high standards. Furthermore, mandating from a federal level to the local level the amount of time students receive academic and language support services directly contradicts the underlying policy of *local control*.

NABE Opposes Restricting or Discouraging Use of Native Language as a Tool for Academic Learning.

Schools must have the freedom and flexibility to use the tools (based on best practices and research) necessary to help LEP students reach high academic levels while they are also learning English. The House passed bill stresses programs that use only English to teach English as well as discourage using "native language instruction. We are therefore urging the Senate and House to oppose any language that prohibits or discourages using the native language as a tool for academic learning. Schools must implement programs that are consistent with best practices and sound educational research.

Parental Consent for LEP Students Served by the BEA.

The BEA already requires schools to inform parents if their child is receiving BEA funded services. Parents have an absolute right to remove their child from the BEA program upon request. The new parental consent provisions place an undue procedural and paperwork burden on local districts in their efforts to serve those students who require some instruction in their native language. In addition, we are concerned that LEP stu-

BEST COPY AVAILABLE

dents will be denied or delayed important language and support services until a parent affirmatively requests such assistance.

NABE Urges Federal Support for Programs Helping All Children Learn a Second Language.
The 3R's and the President's proposal solely focus on LEP students learning English. Although language is included to help LEP students learn English as well as academic content, we believe that in order to truly offer a world-class education, federal support should also allow for helping all children learn a second language. The current BEA recognizes that learning a second language is an asset not only for the individual but also for the nation by awarding priority points for programs that help all children, regardless of the child's first language, learn a second language. Both the 3 R's and the Bush plan do not include the same incentive to promote the learning of a second language.

Take Action

It is very important that NABE members contact their Senators and speak with them directly. Urge them to:

- Support reauthorizing The Bilingual Education Act, as a competitive grant program that funds programs based on need and merit. Urge them to oppose an arbitrary time limit of 3 years on the amount of time LEP students receive support. Last, urge them to maintain federal policy that LEP children also learn academic subjects like math and reading as they learn English.
- Invite your elected official to tour your school and meet the students benefiting from bilingual education grants. Personalize the needs of the students and how the proposed changes would negatively impact their respective states.
- Share your feedback with NABE. Because of our regular contact with Congressional offices in Washington, DC, it important for the NABE staff to hear about your visits, especially if your Member makes a commitment to support/oppose a particular piece of legislation or if the Member raises specific concerns about an issue of importance to our children. Send an email to NABE's Legislative Director, Patricia Loera at P_Loera@nabe.org.

How to Contact Your Elected Official

If you wish to be connected with your elected representative in Washington, DC by phone, you may reach the Senate Operator at (202) 224-3121 and ask to be connected with your Senator.

You can write to your Senators or House Member at:

Honorable ______________
U.S. House of Representatives
Washington, DC 20515

Honorable ______________
U.S. Senate
Washington, DC 20510

If you wish to contact your Senator/Member electronically, you may do so on the Internet at: **www.senate.gov/contacting/index.cfm** or at **www.house.gov**. NABE urges you to use the internet only as a last resort. It is more effective if you personally speak with your Senator/Member or fax them a letter.

NABE would like to thank all our Members in advance for all your efforts to ensure equity and educational excellence for LEP students.

Senate Health, Education, Labor and Pensions Committee

James Jeffords (R-VT) Chairman
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Patty Murray (D-WA)
Jack Reed (D-RI)
John Edwards (D-NC)
Hillary Clinton (D-NY)

House Education and Workforce Committee

John Boehner, Chairman, R-Ohio
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David Wu, Oregon
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Hilda Solis, California
Susan Davis, California
Betty McCollum, Minnesota

NABE Issues Guiding Principles on Providing a High Quality Education for Limited English Proficient Students

On February 1, 2001, the National Association for Bilingual Education issued recommendations on providing America's limited English proficient (LEP) students with a high quality education. *Educating Language Minority Children: Guiding Principles on Providing High Quality Education for America's Limited English Proficient Students* contains the principles that must be applied—in any educational setting—to ensure that LEP children will achieve to the highest levels.

The document, which was submitted to Congress, President Bush and the U.S. Secretary of Education, lists eight separate areas of recommended action in the effort to improve education for the nation's rapidly growing LEP student population. The areas include: accountability, technical assistance, teacher training, and parental involvement.

NABE Board President, Joel Gómez, referred to the document, as "an important step in what we hope will continue to be a positive working partnership with Congress and the Administration." Commenting on President George W. Bush's education plan, Delia Pompa NABE Executive Director added "NABE is glad to see language-minority children clearly in focus in the Bush plan, and we are extremely pleased that the President has selected as his Secretary of Education, someone who understands that the needs of these students must be addressed." Pompa also stated that she looks forward to working with Congress and the Administration to ensure that LEP students are given the opportunity to achieve to high academic standards while they are learning English.

The NABE Principles

Language minority children represent the fastest-growing sector of the United States' school-aged population. Over 4 million of them face the challenge of learning math, science, and other academic subjects while they are learning English. In fact, in many school districts, these limited English proficient (LEP) youngsters make up over 50% of the student body.

As President George W. Bush and congressional leaders consider the best means of improving our nation's schools, NABE offers the following guiding principles to help ensure the educational success of LEP children.

In many school districts, limited English proficient (LEP) youngsters make up over 50% of the student body.

Appropriate Services

LEP children must be provided with the opportunity to keep up with instruction in content areas such as math, science and reading while they are learning English.

At present, 40% of limited English proficient students receive no special services. This is an especially alarming fact, considering the high dropout rate that continues to impact this rapidly growing sector of the U.S. school-aged population. Programs must emphasize achievement to high standards while students are learning English. And, additional funds must be made available to ensure that LEP kids receive adequate services.

Well Trained Teachers

LEP children must be taught by teachers who are qualified to address their specific needs. Teachers must be trained in second language learning to help LEP children achieve to high standards.

The majority of America's LEP students are taught by teachers who are neither certified nor trained to address their specific needs. The majority of teachers report that they are not prepared to teach these children. Numerous studies confirm that there is a significant scarcity of teachers trained to teach LEP students. The training and recruitment of qualified teachers of LEP students must be stepped-up to help address this shortage.

Flexibility in Program Design

Children learn at different rates and many require extra academic support to help them achieve to high standards. Educational reform must allow for local flexibility in program design.

LEP students come to school with diverse needs, and with varying levels of language proficiency, literacy skills, and academic preparation. Mandating time limits on programs that serve these students intrudes on school districts' abilities to tailor effective research-based curriculums and compromises the quality of instruction. School districts should have the flexibility to choose from approaches that respond to community values and that work for the unique needs of these students.

Increased and Targeted Investment

To provide the best possible services to LEP students, funding must be targeted to programs that demonstrate the highest quality and need.

The success of programs that serve LEP children depends on a number of

(continued on page 42)

NABE Joins United Education Community Challenging Congress and the White House to Dramatically Increase Education Funding

Bolstered by Overwhelming Public Support, Five-Year National Campaign Launched to Increase Federal Education Funding from Two Cents to Five Cents on the Dollar

A coalition of the nation's leading education organizations launched a five-year national campaign to dramatically increase federal education funding. NABE is a member of the 100-member nonpartisan Committee for Education Funding (CEF), the nation's largest coalition of education organizations. CEF challenged Congress and the Bush Administration to raise the federal investment in education to five cents on the dollar within five years. The current federal education investment is about two cents on the dollar. This compares to 16 cents for defense and 12 cents to pay interest on the national debt.

"Investing in education is the top national priority for Americans," said Edward Kealy, Executive Director of CEF. "Support for education is bipartisan, consistent, and strong. While we do not argue that money alone will solve every education problem, it is clearly a critical ingredient for educational success."

The education system currently faces severe challenges, including: rising enrollments in K-12 and higher education, more students from low-income families seeking access to college, a shortage of well-prepared teachers, deteriorating school facilities, school safety/discipline problems, and more students with special needs at every level of education.

"We should have high expectations for our children, but we must also help them attain those goals. That means investing more in their future," said NABE Executive Director, Delia Pompa. She also added that this is especially true for America's language minority students whose numbers are increasing rapidly and who continue to be underserved.

An overwhelming majority of the American people support the campaign, dubbed "Five Cents Makes Sense for Education." The results of a recent national poll conducted by an independent polling firm reveal that:

- 80% of the public approves of increasing the federal investment in education from two cents to at least five cents on the dollar within five years.
- 81% approves of a "bold national commitment to improve education" that is "similar to what the country did to put a man on the moon or create the interstate highway system." In fact, 85% of those who said they approved of a "bold national commitment" would still support such a funding increase even if the nation's economy takes a downturn.
- 68% of the public at-large supports a "bold national commitment" to education even if the nation's economy takes a downturn.
- More Americans select education as their top priority for how to use the

What Five Cents Will Do for America's Students

Listed below are some examples of what could be accomplished with a $70 billion increase over FY01 funding levels if education receives at least 5 cents of each federal budget dollar.

- Provide for the full forty percent share of special education costs promised in federal law for more than 6 million students with disabilities, $15.7 billion.
- Increase access to postsecondary education and meet 75% of student aid needs by boosting the maximum Pell grant award to $10,000, thereby serving nearly 2 million more students, $20 billion; and expanding campus-based and state-based grants, $10 billion.
- Serve all disadvantaged children eligible for educational services to meet high standards, an additional 5 million students, at $1500 per student, $16 billion.
- Provide additional support for disadvantaged students to prepare for and succeed in college, to strengthen higher education institutions, and for graduate education, $5 billion.
- Improve student achievement and teacher quality through reducing class size and providing more effective teacher preparation, teacher and principal recruitment, professional development, and salary supplements in 9000 low performing schools, $8 billion.
- Provide universal preschool/early childhood education, $5 billion.
- Bring the benefits of educational technology to more schools and classrooms, including postsecondary education, $2 billion.
- Expand reading skills and literacy programs and provide bilingual education and English language acquisition programs for the 3.5 million students with limited English proficiency, $3.5 billion.
- Help repair, modernize and build over 6000 schools, $2 billion.
- Develop more effective education practices by increasing education research to 2 percent of total education budget, $1.8 billion.
- Provide additional 750,000 students with afterschool activities, $1 billion.
- Strengthen significantly math and science education to provide our young people with better opportunities to succeed and increase our competitiveness in the world economy, $1 billion.
- Provide additional resources for other critical education programs such as vocational and adult education, impact aid, Indian education, libraries, safe and drug free schools, counseling, and magnet schools, $3 billion.

current federal budget surplus than any other issue. Following is the rank-ordered list for how Americans prioritize using the federal budget surplus:

- Education – 25%
- Paying down the national debt - 22%
- Healthcare - 20%
- Social Security - 16%
- Cutting taxes - 15%
- Defense - 2%

- Forty-nine percent of Americans rank education as one of their top two priorities, and 68% rank education as one of their top three priorities.

CEF is calling upon its millions of affiliated members to contact their Members of Congress and the Bush Administration in support of the "Five Cents Makes Sense for Education" campaign. CEF's challenge comes in advance of President Bush's budget request for the next fiscal year. The President's complete budget is not expected to be released until April.

Founded in 1969, the nonpartisan Committee for Education Funding is the nation's oldest and largest coalition of education organizations. Its mission is to achieve adequate federal financial support for our nation's students.

Five Cents Makes Sense for Education

Total Fiscal Year 2001 (FY01) U.S. Department of Education outlays are $39.3 billion in a total federal budget of $1.853 trillion. Therefore, in FY 01 only 2.12 cents of each federal dollar are now spent on education programs

Based on the most recent Congressional Budget Office estimates of the cost of maintaining current services five years into the future, total federal budget outlays would amount to $2.184 trillion in FY06. Five cents on the dollar for education would amount to $109.2 billion in FY06 or a $70 billion increase over current spending of $39.3 billion.

To move toward 5 cents of the federal budget for education in equal increments over the next five years would result in the following total spending for U.S. Education Department programs:

- FY 2002 = $51.8 billion (2.70 cents)
- FY 2003 = $64.9 billion (3.27 cents)
- FY 2004 = $79.1 billion (3.85 cents)
- FY 2005 = $94.5 billion (4.42 cents)
- FY 2006 = $109.2 billion (5.0 cents)

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NABE NEWS BOOK REVIEWS

Column Editor: Dr. Beti Leone, Fresno Unified School District, Fresno, CA

Alienated Students Share Enlightening Stories

Review By Sterling Henson, California State University, Stanislaus

I FELT LIKE I WAS FROM ANOTHER PLANET

Dresser, Norine (1994). *I Felt Like I Was From Another Planet*. Menlo Park, CA: Addison-Wesley. 0-201-86058-9.

This book is a collection of fifteen remarkable true stories written by immigrant students. These stories were drawn from the personal experiences of the authors as they learned the English language and the culture and customs in the United States. These stories were compiled by Norine Dresser, a professor of English as a Second Language at California State University, Los Angeles. The purpose of this book is to help students understand some of the challenges faced by cultural and linguistic minorities. It is recommended for teaching writing in grades 4-8, but can also be read and enjoyed by older students and adults.

Each poignant story in the text is part of a unit that includes the student's personal story concerning adjustment to life in the United States and suggested teaching strategies to foster understanding and empathy for people from diverse backgrounds. There are discussion questions, supplemental information, and ideas for writing activities relating to each story.

Unit One: Holidays (St. Patrick's Day)

This unit tells about the experiences of a young Cambodian girl named Helen. The Communist invasion and subsequent starvation killed her parents and siblings. She endured many great hardships to escape to the United States. Arriving in the United States was one of the greatest moments of her life because it was so good to feel free and safe at last.

Helen was anxious to start school because it would be her first school experience. Her first day of school was Saint Patrick's Day. She didn't know about the custom of wearing green and was mercilessly pinched by the other students. The pinching incident made her feel unaccepted and afraid. Eventually the teacher realized Helen didn't know about this custom and intervened on her behalf. Years later, Helen looked back on her first day in school with humor, but when it happened, it was the most embarrassing day of her life.

Unit Two: Food Taboos (The Birthday Party)

This unit has topics relating to food, cultural taboos and religious practices. Gloria's home culture is Mexican but her friend Viji is from India. Gloria plans a birthday dinner party for Viji. She and her mother make a traditional Mexican dinner of beef, rice, and corn. Before the meal, Gloria's family gives thanks to God, but Viji explains this is not Indian custom. When the meat is served, Viji tells Gloria she can't eat beef because cows are sacred in the Hindu religion. Gloria's mother diplomatically substitutes chicken as a meat dish.

Everyone felt uncomfortable at first, but Viji told them something about her cultural background. In the end, Gloria learned the importance of knowing about other peoples' cultures and the birthday party was a success.

Unit Four: The Hidden Meaning of Colors (The White Headband)

When Minh first arrived in the United States from Vietnam, the cultural differences caused him many problems. For example, when his African-American friend Angela wore a white headband, Minh thought she was mourning the death of a parent. In Vietnam, a white headband symbolizes gratitude and thanks to the dead person. Wearing it allows others to feel sympathy. Using the few words he knew and pointing at her headband, he tried to express sympathy for Angela. Angela didn't understand what Minh was trying to tell her, but found a Vietnamese student at school to interpret his meaning. After the interpreter explained to Minh that no one was dead, and explained to Angela what Minh assumed the white headband indicated. Angela took off the headband. Since he didn't know hairstyle fashions, Minh thought he made a fool of himself. Minh is still embarrassed by the incident. Angela and Minh still keep in touch by writing.

Unit Seven: Physical Contact (How Touching!)

In Amy's Vietnamese-Chinese culture, physical contact between the opposite sexes is forbidden. When Amy's fourth grade class began practicing Mexican square dancing for *Cinco de Mayo*, she had to make a difficult decision: Chinese culture or American culture?

Amy's teacher selected Billy to be Amy's partner but Amy wouldn't touch Billy. At first Mrs. Garey was nice, helpful, and understanding. After the second day she became angry at Amy. From the beginning, Billy had been considerate and understanding but now he, too, was angry. Amy began to cry after Billy pushed her down and Mrs. Garey made her stand in the corner. She was very embarrassed and angry because everyone else was having fun.

Amy decided to dance the next day. She hid her costume so her parents wouldn't know about the dancing. Everyone was helpful and pleasant at the rehearsal the next day. It was fun and even holding Billy's hand felt comfortable to her.

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Amy thought her parents wouldn't come to the performance, but she was shocked to see her parents in the audience watching her dance with Billy. Amy thought she was in real trouble but they surprised her when they said, You dance very well! Her whole family had begun to accept American culture.

Unit Nine: The Influence of Heredity (Everybody needs milk?)

In Vietnam people don't have fresh milk to drink. They drink evaporated milk occasionally and usually for medicinal purposes. Since Linh was born in Saigon, he and his siblings had never had fresh milk. Many Asian people are short and petite due to a calcium deficiency.

At a dinner provided by the church responsible for Linh's family's move to Kentucky, fresh milk and a variety of delicious foods were served. There were other drinks available but Linh was embarrassed to ask for them. The food was salty so he drank a whole cup of milk. Right away he felt sick and visited the restroom several times. The church people looked confused and Linh didn't want to insult their hospitality, but he told them he was not used to drinking fresh milk.

After this most embarrassing incident, Linh's mother began to serve milk to the family. They didn't like it right away, but they became accustomed to it. Thanks to the church people, the family knows the benefits of milk and now they enjoy drinking it.

Unit Fourteen:
Females and Males (Sugar and Spice?)

Jennifer is from Vietnam where her parents were raised according to Chinese customs. In this culture, males are thought to be more valuable than females.

Having lived in America for ten years and recently graduated from high school, Jennifer prefers to follow American cultural customs rather than Chinese customs. She thinks everyone should be treated equally regardless of sex, age or color. At home, Jennifer and her sister are treated as second class, compared to her two brothers. According to Chinese custom, girls should have only enough education to earn money for the family. For boys, the more education they have, the better.

Jennifer respects her family's beliefs but doesn't think she and her older sister Emma should be sacrificed for the family businesses. Since Emma left to attend college, Jennifer feels like an unappreciated slave at home. She doesn't really care what her parents think or want anymore. Jennifer knows she'll have to take care of herself because no one else will. What she has accomplished is due to her own efforts.

Summary and Reflections

The stories in this book were at times painful, embarrassing, and even humorous. All of us have heard about people making inappropriate noises like Alex did when he slurped his soup. Sometimes the person is able to laugh about the differences in their home culture and the culture of the dominant society, but they vividly remember these moments. In Alex's case, slurping soup wasn't funny because the incident made him feel embarrassed and out of place. Marisol's father was proud of his daughter and moved by the musical performance, so a happy *grito* was a natural response to demonstrate his appreciation. Tiffany looked back on the day she wore pajamas to school with amusement, but she never wore those so-called pajamas to school again.

Some of the stories were painful like Helen's St. Patrick's Day initiation into the custom of wearing green and Linh's first experience with milk, literally making him physically sick. All of the stories illustrate embarrassing life-turning moments in these students' lives.

Yet, almost all of the authors later thought the experiences were worthwhile. They perceived the incidents to be worthwhile learning experiences.

I think Norine Dresser skillfully selected stories that realistically depict the challenges and problems encountered by people from cultures other than the dominant culture. Not just immigrants arriving in the United States, but as Karina found, the interaction of cultural groups who have lived in the United States for many generations. I like the format of the book because Norine Dresser provides suggestions for teaching about each unit. Her ideas are appropriate, sensitive, and easy to implement in the classroom. Her suggestions are structured so the teacher can easily involve the students in a variety of active participation exercises. I especially like the "Cultural Background" section because the students are given examples of how people are more the same than they are different. Every culture has a valuable story to tell and learning about human diversity strengthens our schools and communities. The "Learning More" section contains information about related topics to facilitate opportunities for positive connections between cultures.

I appreciate the Teaching Tips section because this section is insightful and thought provoking. This book will help all students gain a better understanding of how to benefit from the contributions of all people in our multicultural society. I will keep this book as a valuable multicultural resource for my classroom.

In conclusion, comments and actions toward others who are different are often based on ignorance and false assumptions. Rather than being perceived as mistakes, multiple perspectives and opinions are interesting and valid. This book is a helpful tool for teachers to promote respect for cultural and lingusitic diversity and appreciation for all cultures and languages.

This book is a recommended text for the course EDUC 4430: Cross-cultural Techniques for Teachers: Language and Sociocultural Issues in School Settings, a requirement for the CLAD and BCLAD in the Department of Teacher Education, California State University, Stanislaus, Turlock, CA 95382. The future teachers who have read this text enthusiastically recommend it to all teachers and parents. They are often astounded and touched by the stories of the experiences of culturally and linguistically diverse students in classrooms in the United States. ●

Sterling Henson is a student in the Multiple Subjects Credential Program, Department of Teacher Education, California State University, Stanislaus, and is enrolled in the Crosscultural Techniques course taught by Brenda Betts, Ph.D.

A Call for Papers and Presentations for

NABE 2002

The 31th Annual Conference of the National Association for Bilingual Education will be held March 19-23, 2002, at the Philadelphia Convention Center in Philidelphia, Pennsylvania. In addition to inviting nationally and internationally recognized keynote and major speakers, NABE is soliciting presentations from the field for concurrent sessions.

The NABE selection process will consider presentations related to research and practice in bilingual education (native language and ESL) in several areas — including pedagogy, curriculum, assessment staff development, parental involvement and administration of programs. Furthermore, we encourage collaborative presentations that include universities and school districts, and teachers/professors and students. A panel of independent readers will be organized to rate the quality of the proposals.

NABE will consider some of the accepted proposals for integration into the half-day and full-day special interest institutes that it offers, e.g., gifted and talented, early childhood, research and evaluation, and special education.

The following represent priority topics of interest for the 2002 Call for Proposals:

ACCOUNTABILITY —

Issues and solutions in standards based accountability, statewide assessment practices, inclusion and accommodation for LEP students, high-stakes testing.

ACADEMIC ENRICHMENT —

Models, methods and materials for a world-class education, including accessibility to technology, advanced placement courses, magnet schools, mathematics and science course links.

DUAL LANGUAGE —

Models, methods and materials for bilingual education programs with the goal of full bilingualism, including community outreach efforts and staff development.

LITERACY DEVELOPMENT —

Programs for early literacy, initial literacy in the native language, use of children's literature in bilingual/multicultural classrooms, literacy development in a second language.

LEADERSHIP IN BILINGUAL EDUCATION —

Examples of successful programs, innovations, community initiatives, reaching out to broader audiences, and reframing bilingual education in the public eye.

LOW INCIDENCE POPULATIONS —

Solutions to designing and delivering programs for limited English proficient students present in small numbers at the campus or school district level and/or serving recently arrived language groups (special interest in programs using languages other than Spanish).

TEACHER RECRUITMENT AND PREPARATION —

Programs that address the critical shortage of bilingual teachers, including growing your own, exchange agreements with other countries, and staff development issues related to developing knowledge, sensitivity and skills for working with language-minority students.

PLEASE NOTE: To avoid scheduling conflicts and to achieve broad participation in the conference, NABE will accept no more than two presentations per person.

PROPOSAL PREPARATION GUIDELINES

1. **PROPOSAL FORM** (attached): Submit TWO (2) copies with all items completed and proofread for publication in program.

2. **ABSTRACT**: Must submit THREE (3) copies of a 300-word abstract of the presentation for review by readers. Abstracts, except those for symposia, should have NO author identification or affiliation either in the title or in the body of the abstract in order to ensure anonymous review. Abstracts should be typed on one 8-1/2" x 11" paper (one side only). All abstracts should define the title or topic of the presentation, objectives, methodology, significance, and other pertinent information. **At the top of the page, state the title/topic of the presentation and the type of session.**

NOTE: In order for the readers to fairly judge the quality of a proposed presentation, proposals should clearly indicate what the session will cover and how; the title should reflect what is to be done in the presentation; and the **appropriate** type of presentation should be selected.

3. **POSTCARD**: Must enclose a self-addressed stamped postcard to receive acknowledgment of receipt of your proposal.

4. NABE will accept and schedule no more than two (2) presentations per person.

5. For presentations in languages other than English, the title and the 50-word description should be in the language of the presentation, but the abstract must be in English.

6. Conference registration material is automatically sent to current NABE members. If any proposed presenter is not a current NABE member, please attach a list of name(s) and mailing address(es).

7. Submit all proposals to:
NABE 2002
PROGRAM COMMITTEE
NABE National Office
1030 15th Street, NW, Suite 407
Washington, DC 20005-1503
(202) 898-1829

ALL PROPOSALS MUST BE POSTMARKED NO LATER THAN MAY 25, 2001.

Notification of acceptance or rejection will be sent by October 31, 2001.

TYPES OF PRESENTATIONS

WORKSHOPS (2 Hours): Intensive sessions in which participants develop methods or materials, design research studies, analyze research data, confront and solve actual teaching or research problems. Workshops MUST provide participants with the opportunity to **actively participate.** Emphasis is on providing **hands-on experiences**. Typically there is little lecturing; the workshop leader structures the activity and guides the work of the participants. **The abstract should include the goal of the workshop, a summary of the theoretical background, and a description of activities to be conducted during the workshop.**

RESEARCH PAPERS (45 Minutes): A description and/or discussion of research relating to the theory or practice of bilingual education and the development of bilingualism. Emphasis is on empirical research or well-documented theoretical/practical perspectives. Also acceptable are critical reviews of literature, policy studies, well-documented historical studies, critiques, etc. Both qualitative and quantitative research from all disciplines are acceptable. **The abstract should include the main premise of the paper, a summary of supporting evidence, and the conclusion.** Presenters are encouraged to use handouts and audio-visual aids and to present a summary rather than reading a prepared text.

DEMONSTRATIONS (75 Minutes): Presentations which show a specific teaching or testing technique and/or materials. After a brief description underlying theory, the session is devoted to demonstrating how something is done. Presenters are encouraged to use handouts and audio-visual aids and actively involve participants. **The abstract should include an explanation of the purpose of the demonstration and a description of what will be demonstrated and how it will be done.**

DESCRIPTIVE REPORTS (45 Minutes): A description and/or discussion of something the presenter is doing or has done relating to the theory or practice of bilingual education. Presentations describe, as opposed to demonstrate, how something was done. Descriptions of program design and implementation; policies and procedures; and teacher preparation and development are among the suitable topics for Descriptive Reports. Time should be allotted for audience questions and discussion. **The abstract should include description of the topic to be covered.**

SYMPOSIA (2 Hours): Panel presentations which provide a forum for a group of scholars, teachers, administrators, politicians, or business and government representatives to discuss specific pedagogical, policy, or research issues from a variety of perspectives with alternative solutions presented. Symposia allow for large group settings. **The abstract should include a description of the topic, along with the names, titles, affiliations and specific contributions to the symposium of each of the presenters.** The symposium should provide sufficient time for presentation and discussion.

Presentation Proposal Form for

NABE 2002

POSTMARK DEADLINE: MAY 25, 2001
PLEASE TYPE OR PRINT CAREFULLY -
COMPLETE BOTH SIDES OF THIS FORM

A. TITLE: ____________________
(limited to 15 words)

B.

	NAME OF PRESENTER First	Last	ORGANIZATION	STATE	Member? Yes	No
1.						
2.						
3.						
4.						
5.						

* NOTE: LISTING MORE THAN 3 PRESENTERS IS ACCEPTABLE ONLY FOR 2-HOUR SESSIONS

C. DESCRIPTION — 50-WORD DESCRIPTION FOR PUBLICATION IN THE PROGRAM: (MUST BE TYPED OR WRITTEN IN MANUSCRIPT. DESCRIPTIONS LONGER THAN 50 WORDS WILL BE EDITED - PLEASE USE **PRESENT TENSE**)

____
____
____
____
____
____

D. PLACE AN "X" BEFORE THE TYPE OF PRESENTATION SUBMITTED:
- ☐ DESCRIPTIVE REPORT (45 minutes)
- ☐ DEMONSTRATION (75 minutes)
- ☐ RESEARCH PAPER (45 minutes)
- ☐ SYMPOSIUM (2 hours)
- ☐ WORKSHOP (2 hours)

E. LANGUAGE(S) OF PRESENTATION: ____________________

F. LANGUAGE GROUP(S) COVERED IN THE PRESENTATION:
- ☐ All Language Groups
- ☐ Some Language Groups (specify): ____________________
- ☐ One Language Groups (specify): ____________________

CONTINUE ON REVERSE

For Office Use Only ID#: ____________

1. ____________ reader # ____________ score
2. ____________ reader # ____________ score

G. GRADE (circle as many as apply): Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12 College Adult All

H. PRESENTATION CLASSIFICATIONS

TOPIC (check ONE):

[ ] Art/Music
[ ] Assessment/Evaluation
[ ] Dual Language
[ ] Education Reform
[ ] Gifted/Talented Students
[ ] Greater Societal Issues
[ ] Literacy
[ ] Math
[ ] Parental/Family Involvement
[ ] Personnel (Supply/Demand/Preparation)
[ ] Program Design
[ ] Science
[ ] Secondary Education
[ ] Social Studies
[ ] Special Education
[ ] Other (specify): ____________

I. SESSION SPONSOR (Check if applies):

[ ] NABE SIG (Name of SIG and Chairperson): ________________

J. AUDIO-VISUAL EQUIPMENT ORDER: All rooms will be equipped with an **overhead projector and screen and one corded podium microphone** at no cost. Presenters needing other AV equipment must indicate on this form and submit payment prior to the conference. Requests for equipment made after May 25, 2001, cannot be guaranteed and may be charged at a higher rate. **NOTE: NABE is no longer offering rental computer systems for use in presentations; if you need to use a computer as part of your presentation, you must bring one or personally make arrangements to rent one on site.**

[ ] VCR/Monitor ($60)
[ ] Flip Chart ($25)
[ ] Slide Projector ($35)
[ ] CD Player ($40)
[ ] Audio Cassette Player ($25)
[ ] LCD Data Projector ONLY ($55)
[ ] High-speed direct connection to Internet (info. to be specified in acceptance letter)
[ ] Other: (Specify - Information on price will be included with acceptance letter):

K. CONTACT PERSON (Mailing address of presenter to whom all correspondence should be sent): Print telephone number where you can be reached during the summer months.

First name: ______________________ Last name: ______________________

Affiliation: ____

Street: ____

City: ______________________ State: ____________ Zip: ____________

Work Telephone: (   ) ______________________ Home Telephone (   ) ______________________

Fax: (   ) ______________________ E-mail: ______________________

REMEMBER TO:
submit three (3) copies of your presentation abstract **AND** attach a list of mailing addresses for those presenters who are **NOT** current members of NABE.

RETURN PROPOSALS POSTMARKED NO LATER THAN **May 25, 2001** TO:
NABE 2002 PROGRAM COMMITTEE
1030 15th Street, NW, SUITE 470, WASHINGTON, DC 20005-1503

TAMALES PARA RICITOS DE ORO

(continued from Page 26)

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WATCH WHAT YOU SAY

(continued from Page 23)

the presentation and admonished me for having brought "discredit" to the Puerto Rico Department of Education. In fact, the caller promised that a letter would be written to the President of the Pennsylvania State University explaining what had happened and to strongly encourage him to rethink my stay at the University. Needless to say, my advisor explained to the caller that this would have no effect as my research was well-grounded in research and was not slanderous in any way. In fact, she reminded the caller, there was something called academic freedom, which was to be protected.

Yes, bilingual education is political and so is curriculum. Depending on the political context of the school system from with which one works, curricular decisions are made which affect the lives of those involved; namely, the students and teachers. When we, as students and teachers, use our voices to challenge a curriculum or educational philosophy that we may find to be repressive or unjust, we must also be willing to expect those in power to feel threatened. After all, no one wants to lose the power that they hold so close to their hearts.

Rene Antrop Gonzalez is an Associate Professor at Pennsylvania State University.

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NABE ISSUES GUIDING PRINCPLES

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important factors. Among these is the availability of enough sustained funding to effect real educational improvements. Allocation of increased funds to programs must be based on quality and need. This represents a targeted investment in the future of our children. Formula block grants, on the other hand, diffuse total funding and compromise the ability of many school districts to adequately address the need of LEP students.

Accountability and Appropriate Testing

LEP students must be included in accountability systems, and tests must be administered in an appropriate manner that yields accurate and valid results.

LEP children have been regularly excluded from state and local education accountability systems. While important concerns continue to exist with respect to using high-stakes testing in lieu of multiple-measures of academic success, the common practice of "excusing" LEP students from accountability systems has led to many schools overlooking the needs of these children. To ensure their equal access to educational opportunities, LEP students must be included in all accountability systems, with adequate provisions made to ensure that the results of tests yield valid and meaningful data on the instruction of LEP students.

Parental Involvement

Parents of LEP students must be allowed to take an informed role in their children's education.

Most parents of LEP students are themselves limited English proficient. If they are to play an active role in their children's education, adequate accommodations must be made to ensure that they can participate fully in the educational process. Parent information initiatives must take into account the cultural and linguistic characteristics of LEP parents.

Technical Assistance

Technical assistance must be increased and include an emphasis on serving LEP children.

School districts with large LEP populations and those with emerging numbers of LEP children face equally important challenges. Many teachers and districts are taking on the challenge of providing LEP children with high quality instruction for the first time. Technical assistance is paramount to their success.

Bilingualism

Children of all language backgrounds must be offered the opportunity to learn more than one language.

A tremendous opportunity exists for our nation to develop a necessary linguistic resource. Students in programs such as dual language bilingual education achieve something of which most American adults can only dream – fluent bilingualism. The growing interdependence within the international economy, and the increasing need for bilingual skills in the job market, supports the promotion of bilingualism as a sound investment in our nation's future.

Guidelines for Article Submission to NABE News

General Editorial Policies

The *NABE News* is published six times a year on a bi-monthly basis. We seek previously unpublished articles. Articles should focus on the theory, research and/or practice of implementing quality bilingual education programs, including dual language programs. NABE invites manuscripts on a wide-range of topics related to support structures for these programs—from funding issues, parental involvement, staff development, curriculum and instruction to legislative agendas, state initiatives, staff hiring/retention and personal reflections—that advance the knowledge and practice in the field.

NABE News prefers a reader-friendly style of writing that resonates well with community groups, parents, legislators, and especially classroom teachers. Contributors should include reference to a theoretical base and cite related research, but the article should contain practical ideas or implications for practice.

Types of Articles

Feature Articles: A feature article should address the issue's theme (if identified), be no longer than 2,000-4,000 words, including references and sidebars. Type/save your manuscript as a Word document (6.0 or below) and attach it to an e-mail sent to nabe_news@nabe.org or mail a diskette to the NABE address. Please do not use running heads or bold. Include contact information and a brief bio indicating name, title, affiliation, and research interest.

Articles for Regular Columns: NABE news publishes four regular columns—Administration of Bilingual Education Column, Asian/Pacific Americans Column, Indigenous Bilingual Education Column, and Theory Into Practice Column. Each column has a column editor. These articles are shorter in length, usually focus on one issue, elaborate on two to three major points, and provide specifics for practice. Manuscripts should relate to the special focus and be approximately 1500-2200 words in length. They can be mailed to the NABE office, to the attention of the *NABE News* editor or mailed directly to the column editors as follows:

Ms. Mary Ramirez, Editor-Administration of Bilingual Education Programs, Philadelphia Public Schools, Director-Office of Language Equity Issues, 202 E. Gowen Ave, Philadelphia, PA19119.

Dr. Ji-Mei Chang, Editor-Asian/Pacific Americans Column, Associate Professor, San Jose State University, College of Education, Sweeney Hall, Room 204, 689 Erie Circle, Milpitas, CA 95192. jmchang@email.sjsu.edu

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Dr. Jon Allan Reyhner, Editor-Indigenous Bilingual Education Programs, Northern Arizona State University, Associate Professor, Division of Bilingual Education, CEE, P.O. box 5774, Flagstaff, AZ 86011-5774. jon.reyhner@nau.edu

Dr. Lucy Tse, Editor-Theory Into Practice Column, Assistant Professor, Arizona State University, Division of Curriculum and Instruction, College of Education, Tempe, AZ 85287-0208. ltse@asu.edu

Mr. Aurelio Montemayor, Editor-Parent/Community Involvement, Intercultural Development Research Association, 5835 Callaghan Rd., Suite 350, San Antonio, TX 78228. amontmyr@idra.org

General/Other Articles: Other articles, not addressing the announced *NABE News* themes, are also sought and welcomed. They should be relevant to current interests or issues. They must be no longer than 1500 - 1750 words.

Reviews: Reviews should describe and evaluate recently published bilingual education materials, such as professional books, curriculum guides, textbooks, computer programs, or videos. Reviews should be no longer than 500-750 words. Include in your review:

1. a brief summary of the major components or features of the material, with no evaluative comments
2. an evaluation of the features, indicating how they are useful/helpful or not
3. if appropriate, a discussion of how the material ties in or responds to broader issues in the field or to specific methodologies
4. an assessment as to whether the teacher/reader would want to use the material and why (or why not)

Send a copy of your review, preferably as a Word file in an e-mail, to: Dr. Beti Leoni, Fresno, CA, leonicisne@earthlink.net.

Submission Guidelines

All articles must conform to the publication guidelines of the Publication Manual of the American Psychological Association (4th edition).

Print materials and electronic versions should include a title page, with contact information—including mailing address and telephone number. If available, authors should provide fax numbers, and e-mail address.

Include a two to three sentence biographical reference that may include job title or highest degree earned, work affiliation and/or research interest (not to exceed 50 words).

Manuscripts and diskettes will not be returned. Keep copies of your article or other materials submitted.

The editor of *NABE News* reserves the right to make editorial changes needed to enhance the clarity of writing. The author will be consulted only in cases where the change(s) is/are substantial.

Themes of Future NABE News Issues:

July/August
Assessment Issues and Implementation Ideas

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Access to Technology:
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November/December
Curriculum and Instruction in the
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Increasing Support for Non-Academic
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Copy is due two months in advance of the first month listed for the issue (for example, The deadline for the May/June issue is due March 1st, for July/August it would be due On May 1st). Advertisements should be submitted at least two months in advance of the first month listed for the issue.

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NABE News

Meeting Standards and Serving LEP Students

Implementation of Reforms Requires Adaptation

What do you do when the standards leave your subject (ESL) behind?
See page 8

California's API is misleading for schools with large numbers of ELLs.
See why on page 11

How many children remain in bilingual education "too long"? Fewer than opponents think!
See page 15

Submit your entries to NABE's 2002 Dissertation Competition
See page 36

What are the issues in standards implementation? Creating standards alone is necessary, but not sufficient to affect changes in teaching and learning.
See Page 6

Mark your calendars now!

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Watch your mail for details coming soon!

MESSAGE FROM THE EXECUTIVE DIRECTOR

Delia Pompa

Dear NABE Members:

One need only spend time in America's classrooms to understand that education is by nature a dynamic process—one that includes meeting ever-loftier goals while addressing the rapidly changing needs of students.

The trend towards standards-based reform encapsulates this important fact and underscores what bilingual educators understand so well: that standardizing expectations does NOT mean standardizing instruction.

The current reauthorization of the federal Elementary and Secondary Education Act (ESEA), and the release of the respective Congressional and White House policy proposals, make the timing of this edition of the *NABE News* particularly appropriate. For the last three years (when the ESEA reauthorization process began), and especially since President George W. Bush came to office, NABE staff members have been working with Administration and Congressional leaders to ensure that the needs of our students are adequately addressed.

The task has not always been easy. Many continue to equate providing equal access to educational opportunities with providing identical instruction. And, while we have made considerable headway—no longer is a discussion on the topic of instruction considered complete without factoring in the needs of language minority and limited English proficient students—many of the old misconceptions linger.

You can count on NABE to continue to push this important effort at the national level, and we hope this issue of the *NABE News* will help in your own efforts. Educating policy makers and other key players on the appropriate inclusion of LEP students in standards-based reform is critical to both our children's and our nation's success. This must remain a priority for us. After all, educational reform should be about helping children—and allowing their true level of achievement to show through.

I hope you enjoy this edition of the *NABE News*, and I look forward to your comments and insights on this and all other aspects of NABE's work.

Sincerely,

Delia Pompa

Delia Pompa
Executive Director

NABE NEWS

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WHEN ALL MEANS ALL

Standards-Based Education Reform and English Language Learners

KATE MENKEN, NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION

The standards-based education reform movement is catalyzing changes in instruction, assessment, curriculum, and programming in schools and districts across the United States—changes that greatly impact English language learners (ELLs, also known as limited English proficient or LEP students). The standards in standards-based reform identify what students should know and be able to do as they progress through school. They are meant to be anchors, aligning curriculum, instruction, and assessment. The purpose of this article is to analyze the intersection between current education reform efforts driven by standards and students who are ELLs.

This analysis points to two main challenges that have arisen thus far in the implementation of standards in schools where ELLs are present:

- While many school districts have begun the process of using standards to guide teaching and learning, efforts to include ELLs have lagged far behind.
- Too little attention has been paid to the complex process of implementing standards in classrooms; rather, the current focus is on accountability. Within this context, the potential for standards to inform instructional practice is being overshadowed by an intense emphasis placed on high-stakes testing.

This article explores the place currently held by ELLs within standards-based reform, and examines the challenges that have surfaced as these reforms make their way into classrooms across the nation.

Standards as National Education Policy

Standards and assessment are pivotal themes in current reform efforts—and cut across much of the federal legislation passed by Congress in recent years to improve the education of all students. Six broad reform goals to improve education and raise student achievement by the year 2000 were passed into law by Congress in 1994 in the *Goals 2000: Educate America Act* (U.S. Department of Education, 1994); these goals became the basis for the present standards. *Goals 2000* is aimed at **all students** and specifically includes **students or children with limited English proficiency**."

Along with the passage of *Goals 2000*, the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the 1994 Improving America's Schools Act, required states to adopt challenging academic content and performance standards, and assessments aligned with these (Riddle, 1999). *Goals 2000* and the ESEA have worked together to set many of the principles of standards-based reform, including the expectation that **all** students will attain high standards of academic excellence.

In the wake of this federal legislation, efforts are being made to ensure student attainment of the standards. Standardized tests have become increasingly high stakes to ensure compliance is demonstrated through measurable student progress. Additionally, new efforts have been made to include ELLs in the same wide-scale tests as those used to evaluate native English speakers. By the completion of this 2000-2001 school year, each state must put into place an assessment system that includes ELLs. Within this developing framework of accountability to the standards and the emphasis on inclusion of all students, performance by English-language learners on assessments (typically standardized tests) can greatly affect the positive or negative evaluation of a teacher, school, district, or state (Menken, 2000).

What Do Standards Mean?

Standards are divided into three types: *content standards*, *performance standards*, and *opportunity-to-learn standards*. *Content standards* refer to what students should know, what schools should teach, and what instruction should be about. *Performance standards* identify what students should be able to do to show they possess the skills and knowledge in the content standards. They answer the question: "How good is good enough?" (New Standards, 1997). The purpose of the third type of standards, *opportunity-to-learn standards*, is to guarantee "the level and availability of programs, staff, and other resources sufficient to meet challenging content and performance standards" (McLaughlin & Shepard, 1995, p. 5).

The National Academy of Education Panel on Standards-Based Education Reform articulates the vision driving the standards movement in the following passage:

> Internationally competitive standards for what American students should know and be able to do are expected to improve the substance of school curricula and to increase the motivation and effort of students, teachers, and school systems (McLaughlin & Shepard, 1995, p. 7).

The belief behind standards-based reform is that expectations for student performance must be articulated and made explicit, thereby providing a set target that makes it easier to measure growth. Standards offer a means to hold students, teachers, schools, districts, and states accountable for that growth. They also guide instruction by making clear to students and teachers what is expected; in this way, students can become more directly involved in their own learning process, while teachers and others within the education community are better able to assist in the learning process.

Perspectives differ regarding the meaning of standards in implementation. For some (particularly politicians and other policymakers), the primary focus of standards and corresponding assessments is on the creation of a system of accountability at state and local levels. By contrast, others (e.g., teachers and other practitioners) are also interested in the potential use of standards and assessments to guide and inform instructional practice. It seems the latter purpose is getting lost in the shuffle, however. As found in *Quality Counts 2001*, an exhaustive evaluation of standards-based education reform conducted by *Education Week*:

The potential for standards to inform instructional practice is being overshadowed by an intense emphasis placed on high-stakes testing.

> Indeed, no aspect of the standards-based agenda has generated more debate – or stirred more dismay among teachers – than the heavy reliance on state tests to measure student learning and to dole out rewards and penalties to schools and students. "When we talk about standards-based reform in Chicago, and it's actually true everywhere, don't show me the standards documents. Show me what you test," says Anthony S. Byrk, a professor of education and sociology at the University of Chicago, "because the load-bearing wall in all of this is not the standards documents, it's the assessments." Forty-five states now compile report cards on schools, and 27 rate school performance, primarily on the basis of test scores. (Olsen, 2001: p. 15)

The survey of public school teachers conducted by *Quality Counts* indicates that 70% feel standards have led to too much emphasis placed on wide-scale assessments in teaching. The national emphasis placed on tests to ensure student attainment of the standards that have been set is currently outweighing the potential to use standards as an instructional tool.

Inclusion of ELLs in Standards-Based Reform

Within the standards movement is a strong emphasis on educational equity. Not only are standards intended to make expectations clear and measurable, they also set high expectations for all students —including ELLs. As school systems adopt standards with more rigorous expectations for the performance of ELLs than ever before, greater attention is being paid to ensuring student attainment of those standards.

For students who are English language learners, the attainment of these rigorous academic standards is fully reliant on the presence in our schools of high-quality programming, teachers, and all of the other resources necessary to meet their learning needs. Opportunity-to-learn standards for ELLs would offer a framework that articulates what this entails, and could be used as a lever to ensure equity. However, these standards have not been created or adopted yet.

Conversations about how to include ELLs in the content and performance standards are beginning to take place in most states and school districts. At present, all states have adopted content standards and about half have performance standards (Blank, Manise, & Brathwaite, 1999). While a few states have also created standards and curriculum frameworks for ELLs, others are only developing them now—and still others have not yet begun. The standards that have been developed for ELLs vary greatly by state and school district, both in the language of the actual standards and also in the ways the needs of this population of students are addressed.

Examples of Standards for ELLs

In 1997, the Teachers of English to Speakers of Other Languages (TESOL) organization produced *ESL Standards for Pre-K-12 Students*. The development of these standards was "motivated by a desire to ensure educational equity and opportunity for ELL students" (Cummins, 2000, p.154). These standards set learning goals for ELLs that center on personal, social, and academic uses of English. As described in the examples that follow, most states and districts have shaped their standards for ELLs primarily or at least partially on the TESOL standards.

Chicago Public Schools

The Chicago Public Schools (CPS) has created a set of English as a second language (ESL) standards closely aligned to TESOL's ESL standards. In their standards document, CPS states its vision as follows:

> Students will learn to understand, speak, read, and write English fluently, competently and proficiently in order to succeed academically and participate actively in the United States' social, economic, and political environment (Chicago Public Schools, 1999).

Along with this general mission statement, CPS lists three goals that identify the elements of the English language they feel students must possess in order to succeed:

1. Use English to achieve in all academic areas and settings,
2. Use English for all social and personal purposes, and
3. Tailor the English language for various and specific purposes and uses (Chicago Public Schools, 1999).

Each goal is supported and further defined by several standards focused on English language acquisition. Like Chicago, a number of districts (e.g., Redwood City, CA and Oklahoma City, OK) and states (e.g., New Jersey and Florida) have adopted standards that are closely aligned to TESOL's ESL Standards.

New Mexico and Texas

The standards for English language learners created by the states of New Mexico and Texas offer a different approach. While incorporating the TESOL standards, they are not based primarily on them. And, they also address home language development. In New Mexico, standards for ELLs are aligned to standards for native English speakers. As they write:

> At the time of the development of the NM standards, the NM [State Department of Education] bilingual education unit was careful not to give the message that ESL students were held to different standards than any other student. The message is clear: ALL students should be held to high standards (New Mexico State Department of Education, 2000).

New Mexico identifies language arts as an umbrella category under which lie English language arts (ELA) for native English speakers, ESL, and language arts for native speakers of other languages (e.g., Spanish language arts [SLA] for native Spanish speakers in bilingual education programs).

Aligned to New Mexico's language arts standards are strategies that each school district has created for ESL and for the different home languages being taught (M. López, personal communication, April 28, 2000). The New Mexico State Department of Education makes it the responsibility of school districts to develop the means by which ELLs will attain the standards that have been set. For example, while ELA and ESL share a common core of standards, differing instructional guides are provided for each.

"Show me what you test because the load-bearing wall in all of this is not the standards documents, it's the assessments."

Anthony S. Byrk, University of Chicago

The Texas Education Agency has taken a similar approach to that of New Mexico but has also created and adopted specific standards for Spanish language arts. Their approach is described in the following explanation of how to implement their English Language Arts Essential Knowledge and Skills:

> Students of limited English proficiency (LEP) enrolled in Spanish Language Arts and/or English as a Second Language will be expected to learn these same knowledge and skills through their native language, and students in English as a Second Language will apply these skills at their proficiency level in English (Texas Education Agency, 1998b, p. 3).

Each English language arts standard for elementary and middle grades students corresponds to a Spanish language arts standard. In addition, the Texas standards document encourages home language instruction for native speakers of other languages. In both Texas and New Mexico, ELLs are expected to attain the identical standards to those set for native-English speakers; however, they may do so while using their native language.

Issues in Standards Implementation

One of the primary findings from the implementation of standards across the United States thus far has been that the creation of standards alone is necessary, but not sufficient, to affect changes in teaching and learning. Rather, attention must also be paid to the complex process of standards implementation. One of the limits of standards is that they do not tell teachers how to help their students attain them. As Kate Nolan explained in her discussion of standards-based education reform at the conference of the Education Commission of the States:

> Policies will not create change in the classroom unless educators and policymakers have a visceral understanding of what a standards-driven classroom looks like (O'Brian, 1998).

Standards do not offer guidance on the

process of their implementation; therefore, teachers themselves must translate the language of the standards into instructional practice. This requires that teachers have a thorough understanding of standards and standards-driven teaching and learning. However, most teachers do not feel well prepared to use standards in the classroom. The National Assessment of Title I found, for example:

> In 1998, only 37 percent of teachers in [Title I] schools reported that they felt very well prepared to implement state or district curriculum and performance standards. This sense of preparedness is a key factor in predicting student outcomes, according to the [Longitudinal Evaluation of School Change and Performance (LESCP)] study of 71 high-poverty Title I schools... The LESCP also found that district reform policy had an influence on teachers' familiarity with standards-based reform and their implementation of such reform in their classroom. Teachers in higher-reform districts were more likely than their peers in lower-reform districts to be familiar with content and performance standards and assessments and their curriculum was more likely to reflect the standards. (U.S. Department of Education, Office of the Undersecretary Planning and Evaluation Service, 1999, p.14)

These issues are not limited to Title I teachers. In the School District of Philadelphia, for example, academic content standards were adopted in 1996; five years later they are still working to connect standards for ELLs to classroom practice.

The effective implementation of standards requires extensive professional development for teachers. The quotation above from the National Assessment of Title I indicates that professional development and preparation for using standards positively impacts teachers' ability to implement standards-based curriculum and, subsequently, improve student performance. While a great deal of additional research and further supports for practitioners are needed, a number of national initiatives already exist to help teachers implement standards in their classrooms.

TESOL, for example, has recently created a training manual to help educators implement TESOL's ESL standards. As part of this project, members of TESOL's Standards Committee are currently working with several school districts to offer technical support in their implementation of standards. Through their *Standards, Assessment, and Instruction* initiative, the Northeast and Islands Regional Educational Laboratory at Brown University also works with states and local districts serving ELLs as they strive to implement standards and meet the educational needs of their diverse student populations. The Annenberg Institute for School Reform, along with other organizations, focuses on the need to bring together groups of educators to use standards as a lens through which to examine student work collectively. This work exemplifies how to make standards-driven instruction a reality.

Conclusion

It is clear that high-quality professional development aids in the process of standards implementation. However, far greater attention needs to be paid to turning standards documents into changes in practice. Although several initiatives like the ones described above exist nationally, very little emphasis has been placed upon the critical need for sustained professional development to assist with the implementation of standards:

> In 1998, public school teachers, regardless of the poverty level of their school, spent a limited amount of time on professional development, although they did focus on topics that supported standards-based reform. Most teachers are not participating in intensive or sustained training—two essential characteristics of effective professional development. Given the relationship found between teacher preparedness and student achievement, this is a troubling finding...Over two-thirds (70%) of teachers in high-poverty schools reported receiving less than 9 hours per year of professional development related to content and performance standards (U.S. Department of Education, Office of the Undersecretary Planning and Evaluation Service, 1999, p. 15).

Rather than focusing on professional development to foster the use of standards in instruction, the current focus of the national conversation about standards is on accountability. Standards are linked to high-stakes assessment that holds students and their teachers accountable for student performance. Unfortunately, districts and states are moving to high-stakes assessment before putting the necessary structures in place to ensure that all students can actually meet the standards that have been set for them; opportunity-to-learn standards are not the current focus. Standards hold the potential to guide and dramatically improve the instruction and assessment of students who are English language learners but, in order for these reform efforts to be effective, it is critical that every aspect of the process of standards implementation be considered. ●

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THE ESL STANDARDS

Bridging the Academic Gap for English Language Learners

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In the early 1990s, the *Goals 2000: Educate America Act* and other legislation that promoted high academic expectations for all students encouraged a movement among professional education associations to develop standards for specific academic content areas. The intent was for these national standards to serve as guidelines for state and local curriculum and assessment design and for the professional development of teachers.

During this same period, the number of pre-K–12 students from linguistically and culturally diverse backgrounds enrolled in U.S. schools grew at nearly 10 times the rate of native-English-speaking students. However, English as a second language (ESL) was not a federally designated content area for standards development. Instead, federal officials indicated that other content areas, particularly English language arts, should address the needs of English language learners (ELLs). Their rationale was that the content area standards were intended "for all students." Teachers of English to Speakers of Other Languages, Inc. (TESOL) then established a task force to monitor the reform efforts and encourage professional groups working on content area standards to accommodate ELLs. It became evident, however, that ELLs' language acquisition and academic needs were not being reflected in the content standards' drafts. For example, ELLs were not among the students described in vignettes or learning scenarios, nor were teachers offered guidance on how to teach a content standard to students with limited proficiency in English.

To ensure that ELLs would have access to effective educational programs and the opportunity to reach high standards, the task force produced *The Access Brochure* (TESOL, 1993), an advocacy tool to help programs and schools examine and adjust the opportunities they provide for ELLs to learn to high standards. TESOL then decided to pursue the development of standards for English as a second language. A second task force was formed, and a conceptual framework that articulated TESOL's vision of effective education for ELLs was drafted. The framework calls on all educational personnel to assume responsibility for ELLs and demands that schools provide these students with access to all services, such as gifted and talented courses. The framework also lists principles of second language acquisition and explains the benefits of bilingualism and the contribution of native language proficiency to the development of English (TESOL, 1996).

ESL Standards for Pre-K–12 Students

The ESL Standards and Assessment Project began officially in 1995 with a grass-roots effort involving 18 writing teams from across the United States, some representing their state, others representing an affiliate of TESOL or NABE (National Association for Bilingual Education). For models, TESOL examined content-area standards being developed in the United States and the Australian ESL bandscales and planned standards for ESL that would accommodate the multiple program models (e.g., self-contained ESL, sheltered instruction, transitional bilingual education) used to educate ELLs in the United States.

ESL Standards for Pre-K–12 Students (TESOL, 1997) was written and released for review and comment in 1996; feedback was solicited from educators who had experience working with linguistically and culturally diverse students and from representatives of other content areas that were developing standards. The draft was revised and published by TESOL in 1997.

Nine ESL content standards are organized under three educational goals. They state what students should know and be able to do as a result of ESL instruction and set goals for students' social and academic language development and sociocultural competence. The ESL standards take a functional approach to language learning and use and allow for maximum flexibility in curriculum and program design.

ESL Standards

Goal 1: To use English to communicate in social settings.

Standard 1: Students will use English to participate in social interactions.

Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Standard 3: Students will use learning strategies to extend their communicative competence.

Goal 2: To use English to achieve academically in all content areas.

Standard 1: Students will use English to interact in the classroom.

Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Goal 3: To use English in socially and culturally appropriate ways.

Standard 1: Students will use appropriate language variety, register, and genre according to audience, purpose, and setting.

Standard 2: Students will use nonverbal communication appropriate to audience, purpose, and setting.

Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

What Do the ESL Standards Mean for Students and Educators?

Although the goals and standards may look intuitive, they represent a profound shift in how English must be viewed in U.S. schools: *English is no longer just a subject.* English skills must be developed through ESL, English language arts, and all other content classes so that ELLs can learn the content while they are acquiring English. The *ESL Standards* guide teachers in new approaches for ELLs.

For the first goal, ELLs must use English for social purposes. They need to chat with peers and teachers and use English for their own enjoyment — to read a magazine or watch a movie. For the second goal, ELLs need to use English to achieve academically. Once students exit bilingual or ESL programs, they find it difficult to succeed in subject area classes without knowledge of academic English. The ESL standards indicate the type of academic language proficiency that students need. The third goal emphasizes that ELLs need to be explicitly taught the social and cultural norms associated with using English, such as when to use formal or informal language, what gestures are appropriate, and when humor is acceptable. Each goal includes one standard that focuses on learning strategies to help students extend their language development once they exit a language support program.

Each standard is explicated by descriptors and progress indicators. Descriptors are akin to curriculum objectives. Progress indicators are assessable activities that teachers can incorporate into lessons to measure student growth toward meeting a standard. Vignettes, written by practicing teachers, further illustrate the standards and represent good pedagogical practice. They call particular attention to ways that teachers can work effectively with ELLs to help them meet the standards. The vignettes depict a wide range of school environments with ESL, bilingual, or content teachers, such as self-contained ESL, sheltered content instruction, ESL classes in bilingual programs, regular grade-level classes in elementary schools, career internship classes, and more.

The standards, descriptors, progress indicators, and vignettes are arranged in grade-level clusters (Pre-K–3, 4–8, and 9–12) to connect language learning with developmental learning. They describe instruction for beginning, intermediate, and advanced students. The needs of students with limited formal schooling and learning disabilities are included as well.

The intent of the *ESL Standards* was to have individual states or districts develop curricula based on the standards and describe their own proficiency levels and benchmarks of performance. Standards implementation activities are very important, because the standards reform movement in the United States has spurred widespread, high-stakes assessment. In many states, all students must pass standardized tests in core content areas for grade-level promotion or for high school graduation, after a period of exemption has passed.

Implementing the ESL Standards

State departments of education, local school districts, and teacher education institutions have been actively implementing and disseminating the *ESL Standards for Pre-K–12 Students*. To inform curriculum development, assessment practice, teacher education, and classroom implementation, TESOL has developed companion products to the *ESL Standards*. *Managing the Assessment Process* (TESOL, 1998) and *Scenarios for ESL Standards-Based Assessment* (TESOL, in press-a) establish the theoretical framework for assessment and offer exemplars and assessment tools for monitoring student progress toward meeting the standards. *Training Others to Use the ESL Standards: A Professional Development Manual* (Short et al., 2000) and *Implementing the ESL Standards for Pre-K–12 Students Through Teacher Education* (Snow, 2000) provide training materials and practical information to enhance the professional development of preservice and inservice teachers. School leaders can increase their understanding of the ESL standards through the *School Administrator's Guide to the ESL Standards* (TESOL, in press-b). A series of classroom-focused books, *Integrating the ESL Standards into Classroom Practice* (Agor, 2000; Irujo, 2000; Samway, 2000; Smallwood, 2000), offers thematic instructional units for teachers at different grade-level clusters demonstrating how to implement the ESL standards. Finally, to help teachers explain the *ESL Standards* to parents, the *Parent Guide to the ESL Standards for Pre-K–12 Students* is available on the Web (www.cal.org/eslstandards/parentguide.html).

> *"Although the goals and standards may look intuitive, they represent a profound shift in how English must be viewed in U.S. Schools: English is no longer a subject."*

Other implementation activities include curriculum and professional development. Many states and districts have developed or revised ESL or sheltered content curricula based on the *ESL Standards*. Professional development for educators has been offered through conference sessions, workshops, and summer academies by TESOL and NABE and state and local education agencies. An implementation database and electronic discussion list support these activities, too (see www.cal.org/eslstandards).

One of the most important accomplishments of the project has been the increased stature of ESL professionals in pre-K–12 school settings. This is a less visible achievement than the published products, but a significant one. Publication of the standards opened many doors for dialogue with educators in other content areas about how best to help ELLs achieve academically. With the *ESL Standards* in hand, pre-K–12 ESL and bilingual teachers have been able to show colleagues in other disciplines what learning a second language means and what learning content through a second language requires.

Future Directions

While great strides have been made in improving educational opportunities for ELLs in schools, there is still work to be done. There is a need for all preservice candidates in teacher training institutions — not just those in ESL or bilingual education certification programs — to become familiar with the ESL standards and assessment scenarios as part of their general education course work. These future teachers should learn about second language acquisition, ESL methods — especially for sheltered content instruction — and appropriate alternative assessments that can accommodate students' developing language proficiencies.

Language educators need to collaborate more with content-area colleagues, using the *ESL Standards* to illustrate how to build language development into content lessons. Given the high-stakes testing programs in place across the United States, it is imperative that ELLs receive the best content instruction possible while they are learning English. The *ESL Standards* can show content teachers the functional uses of language that can be developed through content topics and tasks.

In addition, more textbook publishers must incorporate the ESL standards in their materials. Similarly, test developers need to conduct linguistic reviews of their test items and identify problematic areas such as overuse of synonyms and embedded questions. Subsequent linguistic simplification of test items can lead to a more accurate demonstration of ELLs' knowledge of the content area being assessed. *Scenarios for ESL Standards-based Assessment* (TESOL, in press-a) can be instrumental in these efforts.

Finally, ESL classes need to become more rigorous. It is vital to accelerate ELLs' social and academic English language development so they can master the grade-level content knowledge that will enable them to meet high standards and succeed on state and local assessments. The *ESL Standards* and assessment scenarios can lead the way. ●

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USE WITH CAUTION

California's Academic Performance Index is Misleading for Schools with Large Numbers of English Learners

PAUL A. GARCÍA,
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CALIFORNIA

"We can whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact we haven't so far."

Ronald Edmonds, 1979

It has been more than 20 years since Ronald Edmond's poignant remarks made clear that factors, other than an informed body of knowledge about student achievement, contribute to the educational neglect of language minority students. The achievement gap between English Learner and non-English Learner students continues to grow. For example, in California, English Learners in grades 3 through 8 had an average score that equaled the 21 National Percentile Rank in reading compared to over 54 for non-English Learners. Since approximately 80 percent of California's English Learners are Latino, the recent call for intense efforts to address the Latino student crisis with "unprecedented public will" (President's Advisory Commission on Educational Excellence for Hispanic Americans, 2000) poses a daunting challenge for all educators. However, the current reform in standards based education has ignored informed research to guide public policy and educational practices to improve the academic achievement of English Learners. We know more than what we are doing.

For example, over 70 years of research on testing has indicated that cultural differences impact the low performance levels of language minority students. Nonetheless, high-stakes tests, the guiding force of the current reform in public education (Linn, 2000), continues to cause language minority students to suffer deleterious effects due to the disproportionate assignment to special education (U.S. Department of Education, 1993), remedial instruction and vocational educational programs (Oakes, Gamoran, and Page, 1992), and grade retention and low tracked classes (Cuenca, 1991). Increased dropout rates have also been reported (NCES, 1995). High stakes tests have not adequately informed achievement levels and participation rates of English Learners in standards based education. This article will report how California's Academic Performance Index (API), the state's accountability system for all public schools, is misleading in design and misused in practice when applied to schools with large numbers of English Learners.

API results have been used to assess instructional programs, guide school accountability goals, and determine the effectiveness of services provided to English Learners. Therefore, close examination of the chief components of the API is warranted to disentangle the educational value of a school accountability system that: *failed to define large numbers of English Learners as significant subgroups, and required the inclusion of Stanford Achievement Test, Ninth Edition (SAT-9) test scores for all English Learners.* More critical, the narrow focus on the API obscures more fundamental approaches for increasing English Learner student achievement, namely, increasing access to a rigorous and challenging curriculum.

Gross Omission of Large Numbers of English Learners as Significant Subgroups

One of the central goals of the API is to lift achievement levels for all students by targeting "significant subgroups" at school sites where they number at least 100 students, or a minimum of 30 students representing 15 percent of the student population. The API formula suggests the achievement gap closes for language minority students when schools meet growth targets for significant subgroups, i.e. Latino, African American, Asian, and socio-economic disadvantaged students. English Learners are not defined as a significant subgroup, presumably because they fall within one of the identified ethnic groups. Yet all Latino and Asian students are not necessarily English Learners.

Attributing the achievement levels

of ethnic groups as reflective of English Learners, characterizes the latter as a homogeneous monolithic student population. Yet within the Asian ethnic group alone, there are Vietnamese, Hmong, Lao, and Khmer language groups with diverse educational needs and unique historical experiences. Also, the level of English language fluency may vary by language group masking language barrier effects on student achievement. Achievement levels of ethnic groups may have little to do with ethnicity, but a lot to do with language.

Another disturbing effect of categorizing English Learners within ethnic group classifications, is the uncertainty about the number of students excluded in API calculations. For example, of schools with Hispanic or Asian students identified as significant subgroups, 82 percent and 86 percent, respectively, met API growth targets. Yet at least 66,000 Latino and 19,000 Asian students were not factored into significant subgroups because their school representation was less than 15 percent.

> *"...the narrow focus on the API obscures more fundamental approaches for increasing English learner student achievement..."*

Moreover, schools that met growth targets for significant subgroups may not necessarily close the achievement gap. API growth targets are determined by the percentage of students moving across established quintile marks (performance bands) on a high stakes test: 1-19, 20-39, 40-59, 60-79, and 80-99. More than 65 percent of schools met API growth targets. However, moving students across performance bands does not necessarily equate to closing the achievement gap. Many schools focused efforts to improve API scores by merely targeting students near the cutoff points for academic interventions (remedial reading classes, intersession, summer school).

The Inclusion of All English Learner Students' Scores in API Calculations

During the last two years, the API has been comprised solely of SAT-9 test scores. All English Learners are required to take the SAT-9 regardless of years of enrollment or level of English language proficiency. Among all California English Learners in grades 5 through 11, half the students scored in the first performance band (1-19) in reading. Therefore, it is no surprise that examination of API results indicate schools with large numbers of English Learners experienced low API scores. For example, schools at the bottom fourth of California's largest school districts had at least half the student population classified as English Learners (Long Beach, 50 percent; Los Angeles, 67 percent; Fresno, 75 percent; and Santa Ana, 100 percent). The average API score was 150 points lower in these schools than the rest of the schools in the respective districts.

Unfortunately, English Learners instructed in Spanish were required to take the SAT-9 when a more appropriate measure is the state authorized SABE/2 Spanish language standardized norm referenced test. Including English Learners' test scores in API calculations and omitting SABE/2 results from school accountability systems exaggerates the importance of SAT-9. Not testing students in the language of instruction unfairly penalizes schools with bilingual programs.

API Obscures Fundamental Approaches for Increasing Achievement of English Learners

Perhaps the most serious defect of the current California school accountability system is focus on high stakes testing and the API has drawn attention away from a more fundamental and critical aspect of educating English Learners: **the opportunity to learn.** Historically, English Learners have not had access to grade level curriculum (*Lau v. Nichols*, 1974). Results of the spring 2000 California Standards Test indicate large numbers of English Learners still do not have access to California content standards, for example, in mathematics.

Intense focus on API scores has masked the hidden neglect of English Learner student enrollment in eighth grade algebra and ninth grade geometry classes. Results of the California Standards Test administered to students completing coursework in algebra indicate wide disparities in the percentage of English Learners (2 percent) and non-English Learners (18 percent) taking the test. Similarly, English Learners were less likely to take the ninth grade geometry test (less than 1 percent) than non-English Learners (9 percent). Disparities in the percent of students tested in algebra and geometry is evidence that large numbers of language minority students do not have access to grade level mathematics instruction.

Colvin (1921) Warned That Differential Learning Opportunities May Make Test Results Suspect.

The validity of all mental testing rests on the fundamental assumption that those tested have had a common opportunity to learn skills, facts, principles and methods of procedure exemplified on the tests (Colvin, 1921).

In addition, results of the California Content Standards Test indicate a large achievement gap between English Learners and non-English Learners in language arts and mathematics. On language arts content standards, English Learners in grades 4 through 11 had a mean percent correct of 39 percent compared to 58 percent for non-English Learners. On mathematics content standards, English Learners in grades 2 through 7 had a mean percent correct of 43 percent compared to 54 percent for non-English Learners. The pending California High School Exit Exam, based on language arts and mathematics standards, may pose a serious barrier

(Continued on page 32)

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Diversity of the Country's Hispanics Highlighted in U.S. Census Bureau Report

"The country's Latino population is quite diverse," said Roberto Ramirez, co-author with Melissa Therrien of *The Hispanic Population in the United States: March 2000*, and accompanying detailed tables. "And this diversity is reflected in demographic and socioeconomic differences among people whose origins go back to Cuba, Mexico, Puerto Rico, other countries in Central America and South America and Spain."

According to the 2000 CPS estimates, 12.8 million Hispanics were foreign-born; of this number, 1 in 4 were naturalized citizens. Among foreign-born Hispanics, 43 percent entered the United States in the 1990s, while 27 percent entered before 1980. Although 74 percent of those who entered the country before 1970 had obtained citizenship by 2000, only 7 percent of those who entered between 1990 and 2000 had become citizens. (The process of becoming a naturalized citizen usually requires five years of residence in the United States.)

Other findings

- Among Hispanics, 66 percent were of Mexican origin; 14 percent were of Central and South American origin; 9 percent were of Puerto Rican origin; 4 percent were of Cuban origin; and the remaining 6 percent were other Hispanics. The country's overall Latino population was close to 33 million, or 12 percent of the total population.
- Of Latino groups, Puerto Ricans and other Hispanics were the most likely to live in central cities of metropolitan areas — 61 percent and 57 percent, respectively. (These percentages were not statistically different.) Nearly half (46 percent) of all Hispanics lived in central cities of metropolitan areas, compared with slightly more than one-fifth of non-Hispanic Whites (21 percent).
- Hispanics generally are younger than non-Hispanic Whites. Thirty-six percent of Hispanics were under 18 years old and only 5 percent were 65 or older; for non-Hispanic Whites, the corresponding proportions were 24 percent and 14 percent.
- Among Hispanic family households, those with Mexican householders were the most likely to have five or more persons (36 percent). Hispanic family households were larger than their non-Hispanic White counterparts: 31 percent consisted of five or more persons, compared with 12 percent for family households with non-Hispanic White householders.
- The proportion of Hispanics who had attained at least a high school education ranged from 73 percent for Cubans and 72 percent for other Hispanics to 51 percent for Mexicans. (The percentages for Cubans and other Hispanics were not statistically different.) Overall, 57 percent of Hispanics were high school graduates compared with 88 percent of non-Hispanic Whites.
- Hispanics were more likely than non-Hispanic Whites to work in service occupations (19 percent versus 12 percent) and almost twice as likely to be employed as operators and laborers (22 percent versus 12 percent). Conversely, 14 percent of Hispanics were in managerial or professional occupations, compared with 33 percent of non-Hispanic Whites; among Latino groups, Mexicans were the least likely to work in managerial or professional occupations (12 percent).
- Among Hispanic groups, Mexicans had the lowest proportion of full-time, year-round workers with annual earnings of $35,000 or more (21 percent). Overall, Hispanics were less likely than non-Hispanic Whites to have earnings of $35,000 or more (23 percent compared with 49 percent).

Table 1. Overview of the Census

RACE	Number	Percent of total population
Total population	281,421,906	100.0
One race	274,595,678	97.6
White	211,460,626	75.1
Black or African American	34,658,190	12.3
American Indian and Alaska Native	2,475,956	0.9
Asian	10,242,998	3.6
Native Hawaiian and Other Pacific Islander	398,835	0.1
Some other race	15,359,073	5.5
Two or more races	6,826,228	2.4
HISPANIC OR LATINO		
Total population	281,421,906	100.0
Hispanic or Latino	35,305,818	12.5
Not Hispanic or Latino	246,116,088	87.5

Source: U.S. Census Bureau, Census 2000 Redistricting (Public Law 94-171) Summary File, Tables PL1 and PL2.

Diversity Growing for Hispanics in Florida

The U.S. Census Bureau's recently released new census data that showed growth and diversity among the Hispanics in Florida. The data from the 2000 census indicate the following changes for the state of Florida:

- Since the 1990s, the overall population grew by three million residents, or 23%.
- Statewide, the Hispanic population grew to 2.7 million, or by about 63%.
- The Hispanic population had spread throughout the state, no longer concentrated in the South.
- The Hispanic population now accounts for 16% of the state population.
- The growth cannot be attributed only to growth in the Cuban population. Growth occurred because of people immigrating from Mexico, Puerto Rico, Columbia, and other Latin American countries.

The report contains data for Latino groups and the entire Hispanic population on geographic distribution, age, nativity and citizenship status, family household size and marital status, educational attainment, employment status, occupation, earnings and poverty.

The Census Bureau cautions that these estimates, collected in the March 2000 Current Population Survey (CPS), should not be confused with Census 2000 results, which are scheduled for release over the next three years. ●

Source: U.S. Census Bureau
Public Information Office
301-457-3030
Date of Report: March 5, 2001

Census Data Show Diverse U.S. Population

The U.S. Census Bureau has released new data on each state's population, as well as data on the composite U.S. population. The number of Hispanics in the U.S. increased by 58 percent from 1990 to 2000, while the number of Asian Americans increased by 48 percent in that time period. About 6.8 million respondents, or 2.4 percent of the population, identified themselves as belonging to more than one race. Additionally, more than one third of Hispanics, nearly one third of African Americans, and nearly one fourth of Asian Americans are under age 18. The release of this information has important implications for those involved with the education of diverse students.

NCBE has added a link to the "USA Today" Census page to its website.
This is available from NCBE at **www.ncbe.gwu.edu/states/census.htm**
or from *USA Today* at **www.usatoday.com/news/census/index.htm**
For other census news, visit the U.S. Census Bureau homepage at
www.census.gov

THEORY INTO PRACTICE

Column Editor: Lucy Tse, Ph.D., Arizona State University

How Many Children Remain in Bilingual Education "Too Long"? Some Recent Data

By Stephen Krashen, University of Southern California

According to several observers, too many children stay in bilingual classes too long. In two recent articles in the New York Times, Steinberg (2000) reported that "many students (take) six years or more to exit bilingual programs…," while Holloway (2000) reported that in New York, "many students remain in bilingual education programs nine years or more." How many children stay in bilingual classes for more than six or nine years, because they have failed to acquire enough English to transfer to regular classes? When Steinberg and Holloway use phrases such as "many children," how many is "many"? We examine here three recent reports in an attempt to answer this question. The results of all three are consistent: Few children remain in bilingual education after grade six.

New York City

The New York City Board of Education recently issued a report on the progress of English learners in the New York City Schools. Most of the children studied in the report entered the city's schools when they were young (65% at kindergarten, and 86% by grade 1). The report shows that for these children, only 14% were still in bilingual education after six years and only 10% remained in bilingual education after nine years. For children who speak Korean, Chinese, and Russian, all were exited from bilingual education within five years. "Few," not "many" children fail to reach exit criteria after six or nine years.

What about those who enter later? The Board of Education reported that after four years of high school, only 15% of those entering at grade nine had acquired enough English to do regular class work in English (the Board did not distinguish, however, between late-comers in bilingual education and those in ESL-only Programs). Late-comers face a daunting task: Many come with inadequate preparation in their country of origin, and need to acquire English as well as assimilate years of subject matter knowledge. Many studies, including the Board of Education report, have confirmed that those who come with more thorough preparation in their first language—do much better in acquiring academic English (for a review, see Krashen, 1999).

Table 1.
English Learners in Bilingual Education
(Those who began at kindergarten and first grade.)

Grade	Total n	Number in Bilingual Education After 3 years	 6 years	 9 years
K	4,337	1,171 (27%)	586 (13.5%)	403 (9.3%)
1	694	263 (38%)	110 (16%)	85 (12.2%)
Total	5031	1,434 (28.5%)	696 (14%)	488 (10%)

Source: New York City Board of Education

Texas

A recent report from the State of Texas (2000) provides data confirming these conclusions. Table Two presents the number of children in Texas enrolled in bilingual education at each grade.

Table 2.
Number of Children Enrolled in Bilingual Education Programs in Texas

Grade	Number in Bilingual Education
Pre K	34,039
K	47,318
Grade 1	50,066
Grade 2	45,816
Grade 3	40,116
Grade 4	27,780
Grade 5	21,189
Grade 6	4,797
Grade 7	518
Grade 8	290

Source: State of Texas (2000)

Note that the number is substantially reduced after grade 4 and drastically reduced after grade 5. Of course, this could simply be due to reduced services available as well as students leaving the state, but it is consistent with the view that children are acquiring English and moving out of special programs.

A significant percentage of children in the upper grades are latecomers, that is, they did not begin school in the United States in kindergarten or grade 1. For each grade, The State of Texas (2000) provides a count of the number of children who have resided in the United States for three years or less time (in United States three years, two years, one year, one semester or less time). We can therefore calculate the percentage of recent arrivals of the total number of English learners at each grade, where a recent arrival is a student who has been in the United States three years or less.

Table 3.
Percent of Recent Arrivals among English Learners at Each Grade

Grade	Percent of Recent Arrivals
5	22
6	25
7	30
8	33
9	45
10	36
11	37
12	19

Recent Arrival: In the United States Three Years or Less
Calculated from: State of Texas (2000), Appendix E, p. 48.

Table 3 presents the percent for recent arrivals. In each grade, a substantial percentage of students served is comprised of recent arrivals. The figures in the Table 2 underestimate the percentage of late arrivals, however, because those who have been in the United States four years or longer were lumped together and are not included in this table. A tenth grader, for example, who came to the United States in grade five would not be considered a late comer according to this method of classification.

Table 4 presents the number of English learners in Texas in grade 5 through 8, adjusted for the percentage of recent arrivals, taken from Table 2. It is thus a crude estimate of the number of children still in bilingual education that started early. After grade five, the estimate of children who have been in the system for a long time but who are still in bilingual classes is only 7%. And after grade 8, practically no students are left in bilingual classes.

Table 4.
Number of English Learners, grades 5-8, Adjusted for Late Arrivals

	Actual number	Minus late arrivals	Percent of Grade 1
Grade 5	21,189	minus 22% = 18,646	37%
Grade 6	4,797	minus 25% = 3598	7%
Grade 7	518	minus 30% = 363	1%
Grade 8	290	minus 33% = 194	less than 1%

Another way of estimating the percentage of children who successfully acquire English is to examine the number of children taking the TAAS (Texas Assessment of Academic Skills) examination in Spanish. The TAAS is administered in Spanish to measure the academic progress of children in bilingual programs "who receive academic instruction in Spanish while they are learning English" (page 6). As seen in Table 5, the number of students who took the TAAS in Spanish declines each year after grade 3, and very few took it in grade six.

Survey Results

The results of a survey given to approximately 5,756 "interested educators, parents, students" including 1,500 "district coordinators, bilingual directors, and bilingual coordinators" (p.18),included in the Texas report, confirms the results of the above analysis. The question asked was: "How long, on average, do you think a limited English proficient student takes to become proficient enough in English to demonstrate academic progress meaningfully on a standardized test like TAAS?" The modal (most popular) response was between three and four years (49%) and 77% felt it would take between three and six years (Table 6). Only 12% felt it would take longer than six years. These results are very close to the actual data on exiting bilingual programs, assuming that the ability to take the TAAS in English in roughly equivalent to being able to study in the mainstream.

Defining Some Terms...

An "**early exit**" bilingual program is one that exits students before input in the mainstream is comprehensible. Children are thus in a "submersion" or sink or swim situation when they leave bilingual education, for at lease part of the school day.

A "**gradual exit**" bilingual program is one that exits students a few subjects at a time, as input in the mainstream becomes comprehensible. All instruction through the second language is comprehensible for students in a gradual exit program.

Students in "**late exit**" and "**heritage language**" bilingual programs have acquired enough of the second language to do all class work in the mainstream but continue to build competence in the primary or heritage language. Heritage language programs differ from late exit programs in that they may include students who were never considered to be limited English proficient. The program described in Krashen (1996) combines gradual exit and heritage language features.

To "**languish**" in a bilingual program means to fail to attain a high enough level of competence in the language of the mainstream in a period of time that observers judge to be too long. Students in late exit and heritage language programs are not languishing, and are typically doing a great deal of their schoolwork in the mainstream.

Krashen, S. 1996. *Under Attack: The Case Against Bilingual Education.* Culver City: Language Education Associates.

Houston ISD

Children in the Houston district who are not ready to take the TAAS in English take the Reading Proficiency Test in Spanish. Houston (2000) provided data on the number of bilingual education students taking this test in grades 3 through 9 (Table 7).

Clearly, very few take the test after grade 5, and not all of these have been in the school system in the United States since early childhood: "Bilingual students in grades 6,7,8, and 9 consisted of limited English proficient students that have recently arrived into the country or have failed to meet criteria" (p.17). Unfortunately, we do not know how many latecomers were in the sample tested.

Conclusion

Acquiring enough academic English to do regular class work is quite an accomplishment: It means knowing enough English to understand story problems, read the text book, and write compositions and reports. The data presented here are consistent: Seventy one percent of English learners in bilingual education who start school in New York by grade 1 achieve this in three years or less, and 86% do so within six years. In Texas, about 60% of those who started school in the United States early are no longer in bilingual education by the end of grade 4 and over 90% are exited by grade 5. In Houston, only a handful of bilingual education students take the Reading Proficiency Test after grade five. It is important to point out that the studies examined here utilized city and statewide samples of large numbers of children. This is not, in other words, an analysis of carefully preselected model programs. Clearly, there is little evidence that students "languish" in bilingual education. ●

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Table 5. Number of Hispanic Children in Bilingual Educationwho Took the TAAS in Spanish

Grade 3	18,737
Grade 4	11,879
Grade 7	5,303
Grade 6	602

From: State of Texas (2000), Appendix G, p. 51

Table 6.
Survey Question: How long, on the average, do you think a limited English proficient student takes to become proficient enough in English to demonstrate academic progress meaningfully on a standardized test like TAAS?

Estimate (Yrs.)	n
1-2 years	641 (11%)
3-4 years	2,824 (49%)
5-6 years	1,595 (28%)
7-8 years	514 (9%)
9+ years	182 (3%)

From: State of Texas (2000)

Table 7.
Number of Children Taking the Reading Proficiency Test in English

Grade	n
3	5,075
4	3,605
5	2,461
6	372
7	68
8	61
9	10

From: Houston (2000)

Notes

1. Of course, staying in bilingual education is [illegible]. There are tremendous advantages to continuing first language development long after "transition" (Krashen, Tse and McQuillan, 1999).

2. This data allows us only to make a crude estimation of the number of children remaining in bilingual education: the data is cross-sectional, not longitudinal, that is, it assumes that the number of children in bilingual education in grade 1 in 1999 was the same as several years ago, which is probably not correct. The number of limited English children tends to increase over time. In 1999 there were approximately 50,000 English learners in grade 1 in Texas. If there were 45,000 in 1994, the year the current fifth graders were in grade 1, the true percentage of early arrivals still in bilingual education would be about 4196, not the 3796 given in table 3. The percentage given may thus underestimate the percentage remaining.

   As noted in the text, the percentage in table 3 also ignore late arrivals who came to the United States more than three years ago, and thus may underestimate the number of late arrivals and therefore may overestimate the number of early arriving children still in bilingual education. If we add 596, for example, to the percent of recent arrivals in grade 5, the percentage of children still in bilingual education who began early would decrease to 3196 (21,189 minus 2796 =15,468).

Around the States

By Patricia Loera, Esq., NABE Legislative Director

Arizona

Arizona Voters Approve Proposition 203, Anti-Bilingual Education Ballot Initiative

On November 7, 2000, Arizona voters approved Proposition 203 by a margin of 63% to 37%. Proposition 203 virtually prohibits instruction in any language other than English in Arizona schools. Although the proposition is modeled after California's Proposition 227 passed in 1998, the Arizona measure is far more restrictive and punitive.

After the measure was approved, state school superintendent Lisa Graham Keegan asked Attorney General Janet Napolitano if school officials would wind up in legal hot water for not immediately scrapping their bilingual programs.

In a formal written opinion, Attorney General Napolitano said school districts have until the new school year to implement the provision of Proposition 203 that scraps bilingual programs in favor of one-year English immersion courses. Napolitano said that school officials who wait until next year are not likely to be subject to the provision of the initiative that subjects them to personal liability for refusing to obey the new law.

Iowa

English-Only Bill Introduced by State Senator

On February 12, 2001, Iowa State Senator Steve King introduced a bill to declare English the official language for Iowa. The bill requires Iowa's government to conduct official business in English. Exceptions for health and safety information and law enforcement are included in the measure.

A similar bill passed the Senate last year but was never considered in the State House chamber.

New York

New York City's Board of Education unanimously approved an overhaul of the school system's bilingual education program. The 7-to-0 vote will require New York City Schools to infuse more English during the school day in bilingual/ESL programs. In addition, schools must allow parents of children who speak little English the right to move their children into new classes that emphasize instruction in English rather than in their native language.

Under the present system, about half of the 176,000 students enrolled in the bilingual education program are proficient enough to participate in an English-as-a-second-language program, where classes in math and other subjects are taught in English. These children also attend separate English classes. The rest of the bilingual students receive some instruction in English but their other courses are taught mainly in their native languages.

The new plan will cost an estimated $75 million beyond the $169 million the board now spends on bilingual and English-language education. The new money will be used largely to recruit and train talented teachers. The city has already set aside about $9 million for after-school and weekend bilingual education programs.

In a policy statement released by the New York State Association for Bilingual Education, the Board expressed concern with many aspects of the newly adopted policies regarding bilingual education. Specifically, NYSABE is concerned about the following: a) the necessary resources will not be invested in bilingual education programs; b) the adoption of a three-year goal for exiting students from language support programs; and c) the renaming of the Office of Bilingual Education to Office of English Language Learners.

Oregon

Bill to Limit Services to LEP Children Introduced in State Legislature

State Rep. Cliff Zauner of Woodburn and Sen. Charles Starr of Hillsboro introduced legislation to limit the type and time of academic and language support services that limited English proficient children (LEP) receive. Under the proposals, SB919 and HB2861, LEP students in Oregon would be taught in an English immersion programs for no more than a year. All textbooks and other materials would be in English. Teachers would have to teach in English and could communicate with a student in their native language only when necessary. Parents could opt out of the requirements. Zauner's proposal is scheduled for a hearing in the Senate Education Committee in April.

Critics of the proposals say Oregon needs more bilingual education, not less. Senator Susan Castillo, D-Eugene, Oregon's only Hispanic lawmaker, said parents of non-native speakers tend to support bilingual education. "I haven't heard a groundswell of Latino people saying we need to do this," she said. Oregon schools enroll more than 43,000 students classified as limited English proficient.

Utah

Judge Upholds English-Only Initiative

On March 5, 2001, Utah Judge Ronald Nehring upheld the constitutionality of Initiative A, which declared English as the official language for Utah. Initiative A passed in November 2000 with 67% of the electorate supporting making English the official language of the state.

The American Civil Liberties Union (ACLU) filed a suit to stop the measure from being enacted. Judge Nehring noted in his decision that the initiative does not ban communication in languages other than English. "Government officials are free to communicate with clients and constituents in any language."

Washington

OSPI releases annual report on bilingual education noting increased numbers in bilingual students and severe shortage of bilingual teachers.

On Jan. 2, State Superintendent of Public Instruction, Dr. Terry Bergeson released the 2001 report which states more Washington students were enrolled in the state's Limited English Proficiency (LEP) program during the 1999-2000 school year than the previous year, but a shortage of adequately trained teachers is making it difficult to meet the demand for quality instruction.

The annual report, prepared for Governor Locke and the Legislature, presents research showing that students who are taught in both their primary language and English do better academically over the long-term. "The problem is, most LEP students in Washington receive little or no instruction in their primary language," said Bergeson. "The lack of qualified teachers who speak other languages and the sheer number of different languages spoken by students limit schools' ability to provide comprehensive instruction in both English and the primary language."

About half of all LEP students are in kindergarten-grade 3 programs. Most students stay in the program for two years or less. About 10 percent stay in the program beyond five years. The report cites a number of factors influencing length of stay in the program, including the student's socioeconomic status, educational background and mobility.

Among the study's findings:

- In 1999-2000, 66,281 students were enrolled in bilingual or English as a Second Language (ESL) programs, a 6.7 percent increase over the previous year.
- Students spoke 159 different languages, with Spanish spoken by 62 percent, more than all other languages combined.
- 185 of Washington's 296 school districts (62.5 percent) had bilingual or ESL programs.
- The more instruction students receive in their primary language, the better their academic achievement over the long-term.
- Of the 2,556 staff providing instruction, 1,722 were instructional aides, more than double the number of 834 teachers. More than half of these educators had limited coursework in either ESL (English as a second language) or bilingual education.

In response to the report issued, Representatives Mary Skinner and Phyllis Gutierrez Kenney introduced legislation, HR1399 to recruit and train instructional staff to work with students of limited English proficiency.

For a copy of the full report, entitled, "Educating Limited-English-Proficient Students in Washington State," call the Office of Superintendent of Public Instruction at (888) 595-3276 or visit OSPI's website at www.k12.wa.us. ●

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Back to the Future

English Only Instruction in the New Millennium

BY ALFREDO H. BENAVIDES, ARIZONA STATE UNIVERSITY MAIN
AND EVA MIDOBUCHE, ARIZONA STATE UNIVERSITY WEST

Editors Note: *This article revisits the original impetus for bilingual education, examines the many obstacles initially faced by this educational program, and concludes with the disheartening thought: Despite the progress made, the lessons learned, the many research studies—most important, the young lives whose futures are at stake—there are those who remain unconvinced of the need or the merits of this program. Despite the gloom, two seasoned educators conclude that this tragedy has a silver lining: Educators can use it as "a wake-up call" to re-think the bilingual education that can be reconfigured in the future.*

The young boy looked straight into the crowd with his head proudly held high. He gave a winning smile and began to speak in flawless Spanish.

"*Me llamo Ramón*" (pseudonym), he whispered into the microphone. "*Estoy en el programa bilingüe y me gusta mucho porque mis maestras me pueden entender cuando les hablo de mis estudios. Y también comprenden cómo soy. Puedo comunicarme en dos idiomas. ¿Por qué me quieren quitar ésto que me hace tanto bien?*"

Confidently and effortlessly he switched into flawless English. "My name is Ramón. I am in the bilingual program, and I like it a lot because my teachers understand me when I speak to them about my studies. And they also understand how I am as a person. I can communicate in two languages. Why do people want to take this away from me?"

The crowd became quiet as it listened to children speak about their support for bilingual education . Each had his or her own story of success in their bilingual program. Many of us—professors, teachers, parents, children, and supporters of bilingual education—had gathered at the Arizona State Capitol for a candlelight vigil protesting the proposed elimination of bilingual education in Arizona, better known as Proposition 203. So it had all come to this—using children to convince skeptics because reason and research seemed to have failed. These thoughts, coupled with the children's poetic words, brought us back to how we felt at the beginning of the bilingual education movement in the United States.

Past School Failures Provided Impetus for Change

Prior to the advent of bilingual education Hispanic children were in an extremely poor condition academically. Mexican American children were even said to have experienced "a history of educational neglect" (Carter, 1970; Manuel, 1965). This type of neglect had been a historical problem for Mexican American children in the United States. What compounded the problem even further was the fact that at that time in history no one was listening.

Thirty-two years later, on a cold and wet Arizona evening in the year 2000, children were not faring any better. Again, no one was listening to them. In many ways, the progress achieved during the past 30 years was fleeting. We were failing to convince the voting public about how to humanely and fairly educate non-English speaking children.

We even failed to convince many fellow educators in Arizona about the efficacy of bilingual instruction. Many of these educators have not only remained unconvinced, but they have consciously and willingly worked against the interests of children, bilingual teachers, and minority communities. They also unconsciously joined many of our leading politicians (who publicly clamored for 'educational choice' for the majority community), by remaining silent on the issue where it concerned minority children. This can only be interpreted as truly the unkindest cut of all.

Facing Obstacles From the Start

Bilingual education was born of a political process. It was a necessary political solution to one of the issues brought front and center by the Mexican American Civil Rights Movement during the late 1960s. It was supposed to dramatically improve the dropout problem and lift the educational and ,ultimately, the economic level of the Hispanic community. At least, that's the way some of us remember it. That this goal has not quite been accomplished is not the fault of bilingual education or of the committed and courageous teachers who first took on this daunting task. No one ever imagined the tremendous obstacles which this newborn field would have to confront.

These obstacles were multiple and complex in nature and compounded by the fact that solutions often were not controlled by bilingual educators or those even remotely understanding of bilingual education. First, there was the fact that the field had no money to essentially begin a national effort of this magnitude and, when Title VII did provide some initial funding, it was very scant (Crawford, 1999). When funding is inadequate it hurts any educational program.

The lack of teachers also posed a huge problem in the beginning, and it continues today. The shortage of well prepared teachers is extremely crucial in understanding bilingual education. The initial lack of bilingual teachers led to a demand that has always been, and continues to be, very difficult to satisfy. Often, this seemingly insatiable demand for bilingual education teachers led to unqualified teachers and unqualified colleges and universities preparing them. Teachers were often driven by 'marketability' rather than a desire to impact the field (Midobuche, 1998). The field continued to be driven by the demand for more teachers. Where bilingual teachers could not be produced quickly enough, or in the number of languages needed, English as a Second Language (ESL) teachers were hired and placed. This gave the field more teachers, yet it restricted the use of bilingual methodology because of the lack of language skills on the part of ESL teachers.

Today's research suggests very boldly that students in English-only, and often in ESL classes, do not achieve academically at a commensurate rate as those students in bilingual classrooms.
Thomas and Collier, 1997;
Ramirez and Yuen, 1991

Another large problem *initially* faced by bilingual education and bilingual educators specifically, was the lack of a knowledge base and credible basic research on language acquisition and methodological effectiveness. Bilingual educators and researchers had to practically start from scratch in creating the knowledge base. In no small measure, some of this can be attributed to the lack of university funding and also to the fact that Title VII allocated less than one-half of one percent of its budget to research in its initial years of existence (Crawford, 1999). Notwithstanding these difficult odds, bilingual educators and researchers have managed to create a tremendous body of educational research literature in the field of language minority education.

While universities can be credited with helping to promote this production of knowledge, they must also take some of the blame for the initial slow response to the need in the field. Essentially, it is the university's role to create and disseminate knowledge. Universities failed to do this in a timely and effective manner where it concerned bilingual education. Bilingual education was never viewed with the same kind of energy, for example, as special education, early childhood education, or other priorities of the moment. By contrast, bilingual programs were often marginalized and kept understaffed—even if they brought in much desired federal funds for teacher preparation and materials development. The end result is that in the 60s and 70s, universities failed to produce the academic scholars in sufficient numbers to impact the bilingual field in a positive and effective manner.

Despite Research Evidence, Skeptics Remain

Today's research suggests very boldly that students in English-only, and often, in ESL classes do not achieve academically at a commensurate rate as those students in bilingual classrooms (Thomas and Collier, 1997; Ramirez and Yuen, 1991). Unfortunately, despite the many studies conducted over the past 25 years on the effectiveness of bilingual programs, recalcitrant and skeptical legislators and policy makers have not been convinced to provide more resources for bilingual education. While many educators have hedged their bets on a 'magic bullet' research study to demonstrate conclusively the effectiveness of bilingual education, those in the field understand the issues and problems to be much more complex. Those of us who have long labored in this field no longer need to be convinced of the effectiveness of bilingual instruction.

A Wake-Up Call

These are only a very few of the problems faced by bilingual educators **in the early years**. It is not our intent to provide a detailed analysis of the issues and the obstacles non-supporters

(continued on page 35)

ADMINISTRATION OF BILINGUAL EDUCATION PROGRAMS

Column Editor: Mary I. Ramirez, M.A.

Educating the Workforce of a Global Society

LOURDES C. ROVIRA, MIAMI-DADE COUNTY PUBLIC SCHOOLS

> *"The creative leader knows that sharing this awe, amazement, and wonder with others invites them to participate in the dance."*
>
> Dale Brubaker (1991-92, p. 7)

The process of creating a multilingual global workforce is a new phenomenon in this country. Universities, school districts, communities at large, and businesses and corporations are not prepared to handle this new need for employees who are proficient in more than one language. Speaking at The Heritage Language Conference, the renowned linguist Joshua Fishman stated, "Competence in languages other than English is desperately needed in the United States. Our huge and varied language resources have a definite role to play in arriving at such competence" (Fishman, 1999). Traditionally bilingualism in the United States has been valued for people of privileged background, particularly if it was acquired through travel or in a finishing school in Europe. Yet, it has been thought of as a negative if it was acquired from one's immigrant parents or grandparents who insisted on maintaining the home language.

The Growing Importance of a Global Economy

Much is being written today as to the growing importance of a global economy. Even with the tremendous impact of international development in many of our communities, little is known about how globalization will affect the national economy or individual state and local economies. A movement on the part of corporations away from traditional locations and traditional ways of conducting business characterizes globalization. It moves the business arena into an international forum as a means of increasing competitiveness and increasing the speed at which business can be conducted. However, a new level of skills is required of those who expect to be a part of this global economy: cross-cultural sensitivity and awareness, and knowledge of more than one language.

Rosa Sugrañes, President of Iberia Tiles and Chair of the Hispanic Business Group of the Greater Miami Chamber of Commerce, always reminds audiences that in order to buy tiles she only needs dollars and English. However, when she wants to *sell* tiles, she needs to speak the language of the customer (Sugrañes, 2000). In 1996, the Greater Miami Chamber of Commerce and the Cuban American National Council comisioned a study on the need for bilingual and biliterate employees (able to communicate not only orally but also able to read and write in more than one language). In the ensuing publication, *The Economic Impact of Spanish-Language Proficiency in Metropolitan Miami*, Sandra H. Fradd reported that 96% of employers surveyed in metropolitan Miami indicated the need for a biliterate workforce. Yet, only 2% of graduating seniors in Miami-Dade County Public Schools (M-DCPS) can be considered biliterate. To that end, the survey also revealed that Miami businesses are dependent on a constant stream of immigrants and employees recruited abroad to provide the bilingual workforce for international business.

Although moving at a relatively slow pace—and with some reluctance on the part of many—there is increasing recognition of the importance of proficiency in English and other languages in order to achieve global economic interdependence. A 1998 study of language use on the internet, reported that although English is the predominant language, 44% of internet communication, occurs in languages other than English (Carey & Laird, 1998). In April 1999, American Airlines launched an on-flight magazine, *Nexos*, written in Spanish and Portuguese and available on national and international flights. If one were to take the classified ads of *The Miami Herald*, one would invariably find that the majority of jobs advertised require knowledge of English and another language.

Miami-Dade County has more foreign owned banks than any other city in the United States except New York. At least 130 international corporations have their Latin American headquarters in Miami. Approximately 129,000 Greater Miami businesses have ties with countries south of Florida. Miami is home to more Latin American owned businesses than any other U.S. metropolitan area (Boswell & Fradd, 2000).

A Mis-match Between Need and Opportunity

Regardless of the need, very limited progress has been made in the percentage of students acquiring competence in a language other than English. Although there has been an increase in the number of students studying foreign languages and on the diversity of languages studied at the elementary level, schools that offer a foreign language provide only introductory exposure, without encouraging students to apply their acquired language skills (Oxford, 1998). At the secondary level, many states, like Florida, do not require any foreign language credits as a graduation requirement. In fact, we continue to find school personnel who strongly discourage students from enrolling in a foreign language course on the basis that it "takes away from English."

As the Administrative Director of the Division of Bilingual Education and World Languages for Miami-Dade County Public Schools, I am intrinsically involved in this issue since it is my responsibility to create programs that prepare students to be linguistically prepared to meet the challenges of the global economy. Enrollment data of Miami-Dade County Public Schools' students taking foreign language courses during the 1999-2000 school year, indicates that only 16.17% of middle school students and 35.57% of senior high school students are taking a foreign language course. When we take into account that by the time most of these students graduate they would have taken only two years of foreign languages, we can understand why only 2% of them can be considered biliterate.

While English may be the official language of Florida, a study released last year, clearly indicates that Hispanics from the Panhandle to the Keys who are fluent in English and Spanish earn more money than those who speak only English. In Miami, the study found that fully bilingual Hispanics earn nearly $7000 more per year than their monolingual colleagues (Boswell & Fradd, 2000).

Taking Steps to Address the Disparity

The disparity between the employers' needs for a fully bilingual and biliterate workforce and the apparent lack of interest and preparation on the part of the current generation of students to develop those skills, prompted the Greater Miami Chamber of Commerce (GMCC) to join forces with Miami-Dade County Public Schools and private sector representatives to create awareness among students about the need to become fluent in a language other then English. The message is simple, Miami-Dade County has joined the global economy and future generations of job seekers will need to be fluent not only in English but in another language in order to succeed and be competitive. To carry that message throughout the community, the English Plus One Committee has been incorporated as one of the initiatives of the International Business Group of the Chamber of Commerce.

A five-minute video, cooperatively developed by M-DCPS and the Chamber, emphasizes the need for biliteracy as a need for the future economic development of this area. In it, prominent business and community leaders are interviewed as well as the mayor of Miami-Dade. The video was sent to all schools with a letter from the Superintendent directing principals to air it at Back to School Night and at a faculty meeting. In addition, a cocktail/panel presentation of business leaders was held for school site administrators and counselors where the message of the need for biliteracy was discussed.

Fully bilingual Hispanics earn nearly $7,000 more per year than their monolingual colleagues. (Boswell & Fradd, 2000)

A second unique initiative to address this issue has been the expansion of dual language programs in a continuum from kindergarten to grade 12. In the elementary dual language program, students receive 1-2 hours of instruction in a language other than English. Offered as a voluntary enrollment program, parents choose whether to enroll their kindergarten student in the dual language track or the all-English program. Schools phase-in a grade level each year enrolling first the students who start the program in kindergarten. At the secondary level, participating students have the option of taking a basic subject area course (e.g., Geography, Algebra) in a language other than English in addition to a language course. In this way, students are not only learning a language but also using the language to learn.

Change Has Occurred

Several changes have occurred as a result of this reform effort. The number of schools offering dual language programs increased from 6 elementary schools to 32 elementary, 6 middle and 3 senior high schools in a two-year period. The percentage of students taking foreign language courses increased slightly from 15% to 16.17% in middle schools and from 34.2% to 35.57 in senior high.

Critics of bilingual education and dual language programs are waging their wars across the country, starting with the passing of Proposition 227 in California in June 1997. On the other hand, Miami-Dade County Public Schools, in response to an outcry from business and community leaders, is expanding programs in the area of languages other than English. As a result of the need of a multilingual workforce, we are in a privileged position. This privilege carries many responsibilities. Programs must be research-based, high quality in nature, and academically very effective. In order to ensure that our dual language programs are rated as outstanding, it is our policy to expand cautiously and slowly, always evaluating what is working and what needs to be modified. Parents are increasingly requesting more dual language programs and in a variety of languages. For educators, that is one of the best means of evaluating the effectiveness of a program.

Much Remains To Be Done

However, much remains to be done if we are to truly provide opportunities for all students who so desire to graduate fully bilingual and biliterate. Attitudes on the part of many administrators and teachers need to be changed. Student achievement must continue to show positive gains over

(Continued on page 33)

Spanish Speaking Children and English Literacy

Research Studies to Examine Factors

GRACE BURKART,
CENTER FOR APPLIED LINGUISTICS

The acquisition of literacy by monolingual English-speaking children has been intensively studied, but comparatively little is known about how the process of acquiring literacy differs for monolingual and bilingual children. For example, does literacy in one language facilitate or hinder the acquisition of literacy in a second language? If the learning objective is to teach English literacy, should children begin learning to read and write in English, or are there some advantages to their acquiring literacy in their native language first? Knowing more about such matters could enhance our teaching of English literacy.

Research Questions

The National Institute of Child Health and Human Development and the Office of Educational Research and Improvement of the Department of Education are funding a major initiative, the Development of Early Literacy in Spanish-Speaking Children. This initiative addresses three questions:

(a) How do children whose first language is Spanish learn to read and write in English?
(b) Why do some Spanish-speaking children have difficulties acquiring English-language reading and writing skills?
(c) For which children whose first language is Spanish are which instructional approaches and strategies most beneficial, at which stages of reading and writing development, and under what conditions?

At the NABE Conference in Phoenix, Arizona, researchers who received grants under this initiative came together at an all-day institute. For each of the several projects, the researchers described the design of their projects, the expected nature of the data to be collected, and the implications of the results.

Collaborative Efforts

One of the grantees funded by the initiative is the Center for Applied Linguistics in Washington, DC, which will conduct a five-year program of research together with its collaborators Harvard University, Johns Hopkins University, and the American Institutes for Research. A major aim is to learn more about the factors that predict success as Spanish-speaking children learn to read and write in English.

Groups of children who will be studied during the course of the research will range from pre-kindergarten age to fifth graders, and they will be studied in schools in widely scattered locations including Chicago, Boston, New York, Washington, DC, El Paso, Los Angeles, and Puerto Rico.

Environmental Factors

Investigators will look at environmental factors that might affect the ease or difficulty of learning to read, including especially the instructional environment. Some of the children in the study will be Spanish speakers who are taught to read first in Spanish and are later transitioned to reading in English. Others will be Spanish speakers for whom the learning of reading skills begins with instruction in English reading. For comparison, the investigators will also study monolingual English speakers learning to read in English and monolingual Spanish speakers learning to read in Spanish.

The home environment may also affect a child's acquisition of English literacy. Investigators will therefore look into such factors as the patterns for the use of English and Spanish in the home and the parents' attitudes toward schooling and the development of literacy skills.

Investigators are particularly interested in learning how skills that are acquired earlier in the process of learning to read may undergird the development of more demanding and sophisticated skills. Another important question is how skills that are acquired when learning to read and write in Spanish can transfer to English, thus accelerating and enhancing the acquisition of English literacy. ●

Grace Burkart is Director of Social Services at the Center for Applied Linguistics in Washington, DC. She can be reached at (202) 362-0700.

NABE LEGISLATIVE UPDATE

President Bush Releases Education Budget for FY2002

BY PATRICIA LOERA, NABE LEGISLATIVE DIRECTOR

Bilingual, Emergency Immigrant and FLAP Consolidated and Frozen

For Title VII of the Federal Bilingual Education Act, the President proposes to consolidate the Bilingual Education, Emergency Immigrant and Foreign Language Assistance Program into "Bilingual and Immigrant Education State Grants" and requested $460 million for FY2002. According to the Education Department, this proposed state grant would enable States to develop and implement a comprehensive statewide response to meet the needs of their limited English proficient and immigrant students. The budget request also freezes funding for this proposed program at last year's funding level.

The Budget requests also includes:

- $459 million increase for Title I Grants to Local Educational Agencies of which $175 million is required to be spent on helping low performing schools.
- $320 million to help States develop and implement annual reading and math tests for all students in grades 3–8
- $900 million for a new Reading First program to help States and LEAs implement scientifically based reading instruction for children in kindergarten through third grade. This would replace the Reading and Literacy Grants program and would triple funding for reading instruction from $286 million to $900 million in 2002.

NABE Responds Proactively

One of the greatest challenges facing the American educational system is addressing the changing needs of emerging immigrant populations. The dramatic demographic changes that are taking place in our nation are forcing school districts and communities to reevaluate their ability to serve the increasingly diverse American student body. In the past, immigrants settled primarily in urban areas like New York City or Los Angeles. However, in recent years, poultry processing plants, meat packing firms, and a wide array of other businesses are attracting immigrants to states like Georgia, Iowa, Arkansas, North Carolina and Idaho. Often, these communities have little or no experience in helping immigrant children and families integrate in a manner that will help them attain the American dream and bolster the future of our nation.

To help meet these challenges, NABE proudly joined the Committee on Education Funding in the "Five Cents Makes Sense for Education" campaign. According to a recent poll, 80% of the American people supported the goal of increasing federal investment from the current allocation of just two cents on the budget dollar to a minimum of five cents. Among other things, funding at this level would allow for improved services to limited English proficient students and ensure that more disadvantaged children are adequately served under Title VII and Title I of the Elementary and Secondary Education Act.

Despite the increasing needs and challenges facing our educational system and our nation, President Bush proposes to level fund the majority programs that serve limited English proficient children. NABE will continue to advocate increased investment in education so that all of our nation's students are provided an opportunity to succeed academically and in life. ●

Patricia Loera, Esquire, serves as NABE's Legislative Director. She monitors the progress of bills in the legislature, provides analyses of their impact, and collaborates with partner organizations to respond proactively. She can be reached at p_loera@nabe.org.

Table 1. Bilingual and Immigrant Education (in millions)

	2000	2001	2002 Request
Bilingual and Immigrant Education State Grants			$460
Instructional Services	$162.5	$180	—
Support Services	14.0	16	—
Professional Development	71.5	100	—
Immigrant Education	150	150	—
Foreign Language Assistance	8	14	—
Total	**406**	**460**	**460**

Most Secondary Schools Overlook and Underserve Immigrant Students According to New Urban Institute Report

A crippling combination of institutional barriers and a lack of resources prevent secondary schools from meeting the educational needs of a growing number of students with limited English proficiency (LEP), according to a new Urban Institute report.

Washington, D.C. January 11, 2001—*Overlooked and Underserved: Immigrant Children in U.S. Secondary Schools,* by Urban Institute researchers Jorge Ruiz-de-Velasco and Michael Fix with Beatriz Chu Clewell, provides a national profile of these students, examines their educational barriers, and offers educators and policymakers strategies to overcome those barriers.

"School are critical institutions for immigrant integration," said Fix. "But even though one in five students in U.S. schools is the child of an immigrant and more than 5 percent of all students in U.S. schools are not proficient in English, secondary schools are largely unprepared to work with these students."

Two groups of immigrant teens are especially underserved, according to the report. The first group, immigrant teens, enters the U.S. school system with significant education gaps. Many are not fully literate in their native language, much less in English. The second group, students from language minority homes, has been in U.S. schools longer, but has yet to master basic language and literacy skills. While these students may be able to speak English well, their reading and writing skills often lag those of their student peers.

"These immigrant teens suffer extraordinarily high dropout rates, and are concentrated in high poverty schools—usually urban—that are ill-equipped to help them meet higher grade promotion standards established by states," notes co-author Ruiz-de-Velasco.

The most severe challenges facing secondary schools are highlighted in the report: shortages of trained teachers and relevant curriculum materials: organizational rigidity that hampers needed individualized instruction: a pervasive lack of accountability standards and incentives to improve students outcomes: and a huge knowledge gap in how to simultaneously build both language and subject-matter learning among LEP immigrant students.

The report is based on visits to schools in the five school districts that participated in the Program in Immigrant Education supported by the Andrew W. Mellon Foundation Researchers observed classrooms: held focus groups: and interviewed teachers, school administrators, and project leaders about immigrant education and school reform at their sites.

Profile Shows Need for Secondary School Reforms

Drawing on national data from the U.S. Census and the U.S. Department of Education's Schools and Staffing Survey, the report presents a national profile of immigrant secondary school students. The profile underscores the need for secondary school reforms and better targeting of resources to meet the needs of teen immigrant students.

Immigrant teen students are:

- **A Growing Share of All K-12 Students.** Children of immigrants (foreign born or having a foreign-born parent) represent a sharply rising share of all students in school, tripling from 6.3 percent in 1970 to nearly 20 percent in 1997.
- **A Larger Share of Secondary School Students.** Foreign-born children represent a substantially larger share of the total secondary school population (5.7 percent) than of the primary school population (3.5 percent).
- **Not Fully Fluent in English.** As many as a quarter of all foreign children are not fully fluent in English: about 75 percent of those children are Hispanic and speak Spanish at home.
- **Lacking LEP Instruction Resources.** While more than three-quarters of LEP elementary school students receive special English language development instruction, fewer than half of secondary school LEP students receive such instruction.
- **Experiencing Sharp Increases in Poverty.** Foreign – born children have experienced sharp increases in poverty, from 17 percent in 1970 to almost 44 percent in 1995.
- **Linguistically, Ethnically, and Economically Isolated.** Children of Immigrants tend to be linguistically isolated in schools as well as economically and ethnically segregated. Almost one-half of all LEP children attend schools in which 30 percent or more of the students are also LEP. Only 2 percent of non-LEP students attend such schools.

Universal Strategies Suggested to Help Eliminate Barriers

The challenges facing secondary schools are formidable but not insurmountable, say the researchers. Most suggestions involve universal strategies that would improve schools for all students and are drawn from the experience of teachers and school leaders in the Mellon Program for Immigrant Education (PRIME).

These barriers include the following items: suggested improvements follow each barrier listed:

- **Limited Staff Capacity.** Teachers of mainstream subjects, such as math or history, often lack training to work with LEP students and often maintain that developing students' basic literacy skills is not part of their core task. Principals and counselors frequently lack language skills and cultural understanding to communicate effectively with these students. Suggested remedies include implementing professional development programs for veteran teachers focused on making mainstream subject classes more accessible to students still learning English.
- **Organizational Rigidity.** The division of secondary schools into departments along university lines, the isolation of language development teachers, and the division of the day into 50-minute periods hamper needed individualized instruction for students with special learning needs. For example, the time allotted for learning is too short for students to master both the language and content needed to graduate. Suggested remedies include restructuring the secondary school schedule so that language and subject teachers have the opportunity to collaborate and to reorganize their use of classroom time.
- **Lack of Accountability and Standards.** Curriculum content standards for English language development programs vary widely across states, schools, and even classrooms. Secondary schools also lag behind elementary schools in creating instructional strategies and curricula specially designed to help LEP students meet new grade promotion and graduation standards. Suggested remedies include expanded development of strong curricular and student performance standards for ESL (English as a Second Language) and bilingual programs, which serve as gateways to secondary schools mainstream curriculum.
- **Knowledge Gaps.** Reformers face wide knowledge gaps in how to simultaneously build both language and subject matter learning among LEP students. Both types of learning are necessary for immigrant teens to graduate in the short time available to reach that goal. The lack of reliable assessment instruments for LEP students is particularly troubling to teachers. Suggested remedies include more demonstration projects on promising curricular models and more research that addresses four broad areas: needs of understudied subpopulations; optimal ways to teach core subject material to LEP students; educational and social effects of linguistic isolation on students; and development of relevant assessment tools.

"Our finding suggest that policymakers need to target more support to secondary schools in high-poverty districts with large numbers of limited English proficiency immigrants," concluded Ruiz-de-Velasco. "A special focus should be increasing incentives for offering extended –day and –year services." ●

Overlooked and Underserved: Immigrant Children in U.S. Secondary Schools, *by Jorge Ruiz-de-Velasco and Michael Fix with Beatriz Chu Clewell (Urban Institute Press, 2000) is available for purchase online at* www.unipress.org. *For more information about the school districts that participated in the Program in Immigrant Education supported by the Andrew W. Mellon Foundation, visit* www.cal.org/PRIME. *The Urban Institute is a nonprofit, nonpartisan policy research and educational organization that examines the social, economic, and governance challenges facing the nation.*

National Associations Pass Resolutions Supportive of Language Learners

Over the past several years, NABE has been a Partner Organization to many other organizations and associations. With these groups, we may exchange publications, present at each other's conferences, publish articles in our news magazines, or provide input and feedback in research efforts and in the development of products—including publications, surveys, and questionnaires.

At recently held conferences, several associations have passed resolutions supportive of language learners. NABE wishes to acknowledge the advocacy efforts by the members and the leadership in action demonstrated by the executive boards of these associations.

By printing these resolutions, NABE wishes to:

a) assist with dissemination efforts to make these better known—do reprint this article and send it to your state associations and local school boards to study;

b) review the key issues mentioned and use these in your discussion with other school leaders and in staff development; and

c) make note that neither you nor other NABE members are facing these issues alone. Through the efforts of your association and our collaboration with others (many of our members are also members of the associations listed below), we can achieve more.

Alicia Sosa, Ph.D.
NABE News Editor

The American Association of Colleges of Teacher Education (AACTE)

On March 21, 2001, The American Association of Colleges for Teacher Education's Board of Directors endorsed the adoption of a new AACTE resolution, which addresses the preparation of all teachers for second language learners, **Resolution to Prepare Teachers for Second Language Learners.** The resolution acknowledges the need for additional bilingual education, ESL, and mainstream teachers to meet the needs of the U.S.'s increasingly diverse school population. In it, AACTE resolves to promote university-based teacher education programs that recruit, support, and train teachers of second language learners. Visit **www.aacte.org/Multicultural/bilingual_resolution.htm** to learn more about this association.

Whereas, the American Association of Colleges for Teacher Education recognizes the need for more bilingual and English as a Second Language teachers and other educators to meet the needs of the increasing numbers of second language learners;

Whereas, the need for more bilingual teachers and other educators relates to increases in the diversity of the school populations;

Whereas, teaching and learning are enhanced by responding positively to individual differences;

Whereas, the American Association of Colleges for Teacher Education supports and encourages the acknowledgment of bilingual and multicultural issues by other disciplines;

Whereas, educators and policymakers should conduct research that investigates factors and solutions that contribute to the assessment of linguistically diverse students;

Whereas, university-based education programs and school or district-based professional development programs should develop, support, and maintain a curriculum that addresses ethical and political issues unique to bilingual and multicultural education; and

Whereas, the American Association of Colleges for Teacher Education encourages and supports teacher education programs that respond to the linguistic needs of children and the local community and recognizes the importance of parental and community involvement.

Be it resolved that:

The American Association of Colleges for Teacher Education will promote college and university-based teacher education programs that recruit, train, and support teachers of all subjects and grade levels who can meet the needs of second language learners;

Be it further resolved that:

The American Association of Colleges for Teacher Education recognizes the need for and is committed to working with its members to produce more programs that educate teachers of second language learners through resources at the baccalaureate and post-baccalaureate level;

Be it further resolved that:

The American Association of Colleges for Teacher Education will support other subject disciplines that address the issues of bilingual and multicultural education;

Be it further resolved that:

The American Association of Colleges for Teacher Education supports the use and development of state and local assessments in content areas that take linguistic strengths into account and are linked to standards of learning expected of all students;

Be it further resolved that:
The American Association of Colleges for Teacher Education encourages teacher education programs to provide teachers with the necessary skills and knowledge to help learners who come from diverse cultural and linguistic backgrounds achieve academic skills and English language proficiency;

Be it further resolved that:
The American Association of Colleges for Teacher Education will promote and support education programs that value and seek parental and community involvement in issues of educating linguistic minority students;

Be it further resolved that:
The American Association of Colleges for Teacher Education encourages member institutions to provide appropriate resources and carefully designed research-based curriculum to address the needs of linguistically diverse students.

The National Council of Teachers of English (NCTE)

The governing board of NCTE has provided strong criticism of using high-stakes testing, usually one single measure with strong consequences—promotion or graduation—with students not yet proficient in English. In 1998, the association issued a resolution, "On Testing and Equitable Treatment of Students." The 1999 resolution called for the need to use multiple measures in student assessment and called for an action plan on how the association would promote this (to view, visit **www.ncte.org/resolutions/highstakes1999.html**).

More recently on November 17, 2000, members of NCTE approved two new resolutions related to testing: *Resolution on Urging Reconsideration of High Stakes Testing* and *Resolution on developing a Test Taker's Bill of Rights* (visit **www.ncte.org**).

Resolution
RESOLVED, that the National Council of Teachers of English affirm the following statement: The efforts to improve the quality of education, especially in underachieving schools, are laudable, and the desire for accountability is understandable. However, high stakes tests often fail to assess accurately students' knowledge, understanding, and capability. Raising test scores does not improve education. Therefore, the use of any single test in making important decisions—such as graduation, promotion, funding of schools, or employment and compensation of administrators and teachers—is educationally unsound and unethical.

High stakes testing often harms students' daily experience of learning, displaces more thoughtful and creative curriculum, diminishes the emotional well-being of educators and children, and unfairly damages the life-chances of members of vulnerable groups. We call on legislators and policymakers to repeal laws and policies that tie significant consequences to scores on single assessments. We further call on legislators and policymakers to join with professional organizations to develop better means of improving public education.

BE IT FURTHER RESOLVED, that NCTE invite other organizations to support, publicize, and promote a reconsideration of high stakes testing.

Resolution on Developing a Test Taker's Bill of Rights
Background: Since the 1970s language and literacy professionals consistently and increasingly have been concerned about the nature, uses, and abuses of standardized testing. In fact, NCTE has passed numerous resolutions addressing these concerns. Although NCTE continues to be concerned about standardized testing, particularly high stakes testing at all levels, we recognize that testing is a pervasive feature of American education. However, the practices surrounding high stakes testing vary dramatically from state to state. Some states, for example, have passed legislation requiring disclosure of test forms and items. Other states insist on secrecy and deny access to the test at the potential expense of students and teachers. It seems especially important, then, that standards of open practice that allow for public scrutiny surrounding testing be developed and disseminated. A test taker's bill of rights would include items such as:

- the right to insist that standardized tests be adopted through an open, public process that considers the design and appropriateness of the test;
- the right to know before the test date the form of any given test;
- the right to experience a challenging curriculum that is not constrained by any given test;
- the right to know how the results of the test will be used;
- the right to arrange accommodations for documented learning differences

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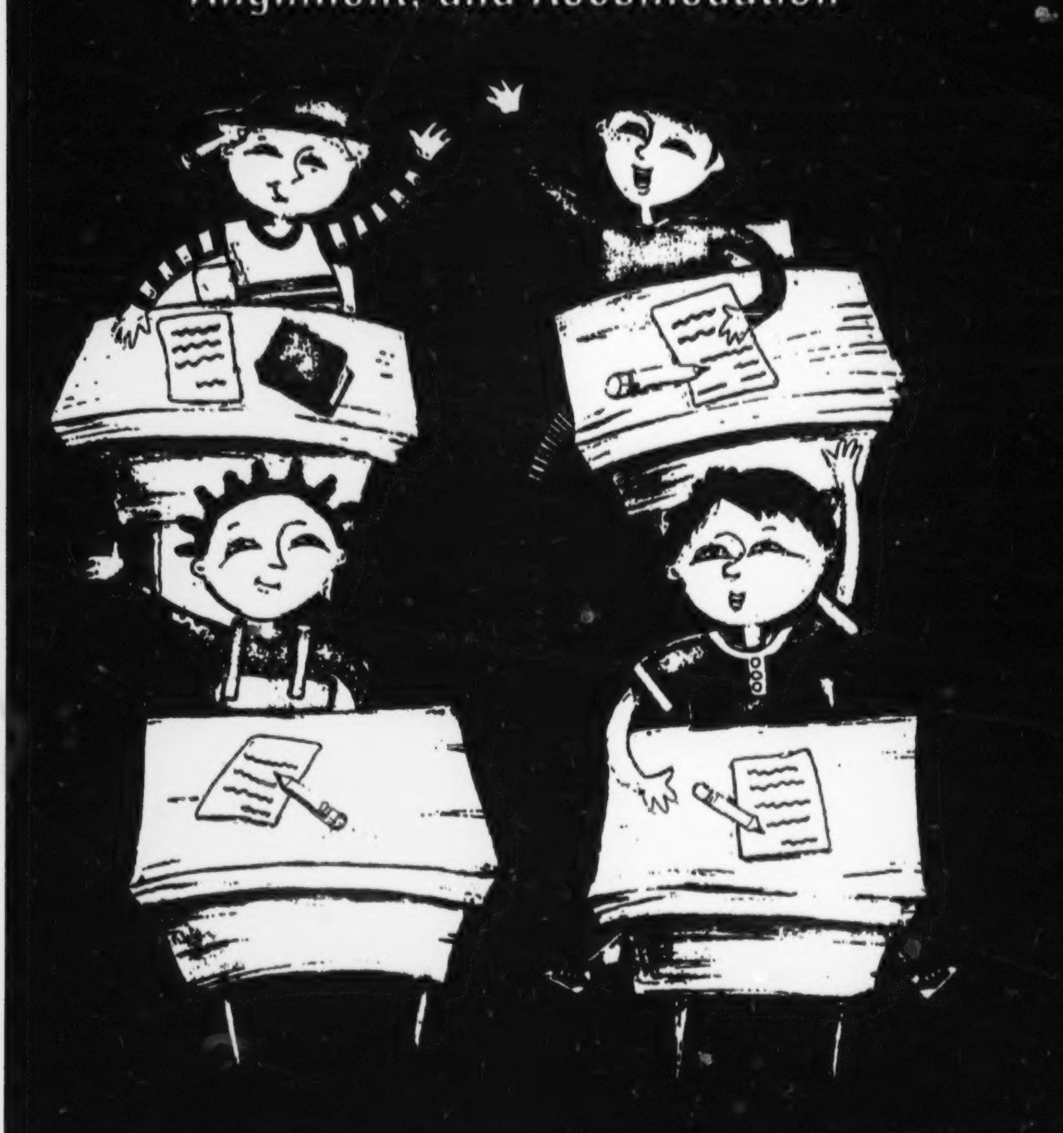
NABE NEWS

Standards-based Assessment

A Call for Accuracy, Appropriateness, Alignment, and Accomodation



What is needed for successful standards-based assessment and accountability?
see page 8

Weaving assessment into the curriculum
see page 13

Including and serving LEP students in gifted education—a case study
see page 20

Key questions lead to program improvement and student learning
see page 24

Need resources and guiding principles for using ESL standards in a dual language setting?
see page 4

and/or unforeseeable circumstances;

- the right to display competencies through various means;
- the right to an open process of review of test items and results;
- the right to challenge test scores and have them changed if they are incorrect; and
- the right to a process that corrects tests and/or individual items found to be invalid or unreliable.

Be it therefore **RESOLVED**, that the National Council of Teachers of English, in conjunction with other professional and public policy organizations and learned societies, develop a Test Taker's Bill of Rights.

BE IT FURTHER RESOLVED, that NCTE encourage decision-making groups at the district, state, and federal levels to adopt a Test Taker's Bill of Rights in order to protect students, parents, teachers, and the general public.

National Education Association (NEA)

The following resolutions were passed at the 2000 conference.

B-7. Diversity

The National Education Association believes that a diverse society enriches all individuals. Similarities and differences among races, ethnicity, color, national origin, language, geographic location, religion, gender, sexual orientation, age, physical ability, size, occupation, and marital, parental, or economic status form the fabric of a society.

The Association also believes that education should foster acceptance and appreciation for recognizing and valuing the qualities that pertain to people as individuals or members of diverse populations.

The Association further believes in the importance of observances, programs, and curricula that accurately portray and recognize the roles, contributions, cultures, and history of these diverse groups and individuals.

The Association encourages affiliates and members to become part of programs and observances that may include cultural and heritage celebrations and/or history months. (1995, 2000)

B-10. American Indian/Alaska Native Education

The National Education Association recognizes that the complex and diverse needs of American Indian/Alaska Native children require the direct involvement of parents/guardians, Native educators, tribal leaders, and other Native groups in developing programs that preserve the rich heritage of their cultures.

The Association believes that funding for American Indian/Alaska Native education must provide for improvements. The Association supports the movement toward self-determination by American Indians/Alaska Natives provided that such programs are voluntary. Any termination of federal support as either a direct or an indirect result of efforts to extend self-determination is opposed.

The Association believes in efforts that provide for—

a. Involvement and control of the education of American Indian/Alaska Native tudents by their parents/guardians, communities, and educators
b. Opportunities for higher education for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs
c. Involvement of American Indians/Alaska Natives in lobbying efforts for federal programs
d. Protection and maintenance of the integrity of American Indian/Alaska Native families and their tribal cultures so that, if a child has to be removed from his or her home, placement should be determined by the child's tribe
e. Recognition of American Indian/Alaska Native educators as role models
f. Involvement of American Indians/Alaska Natives in professional development programs dealing with cultural pluralism and Native values
g. American Indian/Alaska Native involvement in developing multi-cultural learning centers at higher education institutions
h. English proficiency programs that are designed to meet the language needs of American Indian/Alaska Native students
i. Instruction in treaty rights and traditional hunting, fishing, and gathering practices by American Indians/Alaska Natives
j. Assistance to affiliates in meeting the educational needs of American Indian/Alaska Native students
k. Coordination with American Indian/Alaska Native organizations and concerned agencies that promote the values, heritage, language, culture, and history of the American Indian/Alaska Native people
l. Dissemination of information and programs that include the values, heritage, language, culture, and history of American Indians/Alaska Natives
m. Control of Native lands by American Indians/Alaska Natives. (1976, 2000)

B-11. Hispanic Education

The National Education Association recognizes that the complex and diverse needs of Hispanic children require the direct involvement of Hispanic educators, parents/guardians, and community leaders in developing programs that meet the cultural, language, and learning characteristics of these children.

The Association believes in efforts that provide for—

a. Programs establishing appropriate educational opportunities for Hispanic students
b. Grants and scholarships for higher education that will facilitate the recruitment, entry, and retention of Hispanics
c. Recognition of Hispanic educators as role models
d. Hiring and promotion of Hispanic educators at all levels of the education profession
e. The recruitment, training, and employment of bilingual teachers, counselors, and other professional and support staff to meet the needs of Hispanic students
f. English proficiency programs that are designed to meet the language needs of Hispanic students
g. Dissemination of information and

Questions for Reflection

Have the associations you belong to passed resolutions on these issues? Should they?

Does your school district or university include these topics in their policies and guidelines? In professional development?

With whom can you share these resolutions? School psychologist? School librarian?

programs that include the values, heritage, language, culture, and history of Hispanics.

The responsibility for developing and implementing programs for Hispanic children should be realized by state and local agencies, regardless of the availability of federal funds. (1972, 2000)

B-12. Asian and Pacific Islander Education

The National Education Association recognizes that the complex and diverse needs of Asian and Pacific Islander children require the development of programs that preserve the rich heritage of their cultures.

The Association believes in efforts that provide for the:

a. Preservice and continuing education of teachers

b. Development of curriculum and instructional materials and programs, including English proficiency programs that are designed to meet the language needs of Asian and Pacific Islander students

c. Education of Asian and Pacific Islander adult refugees

d. Dissemination of programs and information that include the values, heritage, language, culture, and history of Asian and Pacific Islanders

e. Recognition of Asian and Pacific Islander educators as role models.

The Association encourages opportunities to preserve, promote, and perpetuate Asian and Pacific Islander heritage and culture. (1979, 1997)

Teachers of English to Speakers of Other Languages (TESOL)

The statement *Native Language Support in the Acquisition of English as a Second Language (ESL)*, drafted from language in the ESL Standards for Pre-K-12 Students, was approved in December 1999 by the Board of Directors for use in TESOL's advocacy efforts.

Native Language Support in the Acquisition of English as a Second Language (ESL)

Effective education for English as a second or other language (ESOL) students includes the maintenance and promotion of ESOL students' native languages in school and community contexts. Both the academic achievement and the school completion of ESOL learners are significantly enhanced when they are able to use their native languages to learn in school. In fact, full proficiency in the native language (including literacy) facilitates second language development.

To have quality programs and to serve ESOL students appropriately on their way to mastery of English, instruction must take into account the different entry-level abilities in English that ESOL learners have. Some learners come to school with oral and written skills; others do not. Some ESOL students also come to the task of learning English and learning content through English already literate in their native languages. These learners know what it means to be literate — they know that they can use written forms of language to learn more about the world, to convey information and receive information from others, to establish and maintain relationships with others, and to explore the perspectives of others. Literacy in the native language correlates positively with the acquisition of literacy in a second language.

Because, by definition, ESOL students know and use at least one other language, they have acquired an intuitive understanding of the general structural and functional characteristics of language. They bring this knowledge to the task of second language learning. In addition, academic instruction that includes the use of ESOL student's' native languages, especially if they are literate in that language, promotes learners' academic achievement while they are acquiring the English needed to benefit fully from instruction through English. Native language literacy abilities can assist ESOL students in English-medium classrooms to construct meaning from academic materials and experiences in English. And, in learning a new language, students also learn more about their native tongue. This means that for ESOL learners the most effective environments for second language teaching and learning are those that promote ESOL students' native language and literacy development as a foundation for English language and academic development.

In other words, native-language literacy skills — whether in English or another language—are necessary for successful second-language development.

Taken from *ESL Standards for Pre-K-12 Students* (TESOL, 1997) ●

USE WITH CAUTION

(continued from Page 12)

toward earning a high school diploma among English Learners who have not had the opportunity to master grade level content standards.

It seems contradictory to emphasize a high-stakes test not tied to curricular standards (SAT-9) as the primary determinant of school accountability, yet not apply sanctions to schools that omit large numbers of students from having equal access to rigorous language arts and mathematics content standards. Academic achievement is a function of the opportunity to learn.

Conclusion

The inclusion of test scores of students with very low levels of English language proficiency and differential opportunities to learn casts doubt on the integrity of the API and high stakes testing. The American Educational Research Association (2000) has cited guidelines for testing English Learner students with low levels of English language proficiency:

> If a student lacks mastery of the language in which a test is given, then that test becomes, in part, a test of language proficiency. Unless a primary purpose of a test is to evaluate language proficiency, it should not be used with students who cannot understand the instructions or the language itself. (AERA, 2000, p.2)

California's currently configured school accountability system focuses attention on high-stakes testing over the opportunity to learn. The absence of student outcome measures that are fair, appropriate, and inclusive make suspect the determination that English Learners are participating in standards based educational reform. Efforts to close the achievement gap by 2010 (President's Advisory Commission on Educational Excellence for Hispanic Americans, 2000) will be unsuccessful without increased opportunity to learn among English Learners. The use of a single high stakes test as the sole indicator of school performance and student achievement obscures more critical and fundamental aspects of standards based educational reform: equal access to a rigorous and challenging curriculum for all students. To ignore what we already know about student achievement and high-stakes testing is to neglect the academic needs of English Learners and prove we still do not have the national will to close the achievement gap. ●

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NABE News invites school personnel to submit articles on promising or successful programs for LEP students. The next three issues focus on:
technology • early childhood • high school

EDUCATING THE WORKFORCE OF A GLOBAL SOCIETY

(continued from Page 23)

a period of years. The percent of students enrolled in foreign language courses and/or taking basic subject courses in languages other than English must increase dramatically. Finally, the business community must report to us that the new graduates are able to fill open positions because they are academically and linguistically qualified.

The dream is a possible reality. Yet, it will take time. It will require inquiries, open dialogue, and most important, it will take a paradigm shift that has not quite yet occurred. One day, perhaps not in my tenure, the School Board will decide that all schools should offer, not mandate, just offer, dual language programs for interested families. One day, probably not in my tenure, our community will wake up to the reality that a youngster does not become literate in any language by mere exposure to the language at home—that it requires years of study, continuity of study, and application. One day, positively not in my tenure, we will be able to break down the barriers of prejudice and xenophobia and realize that the American experience is strengthened and not weakened by people who can communicate effectively in more than language.

The School Board of Miami-Dade County is responding to the changing student population and the strong appeal from business leaders to increase opportunities for students to become not only bilingual but also biliterate. To that end, is has approved several initiatives over the last couple of years to ensure that students are provided adequate programs that promote biliteracy. Thes include:

- adopted a policy of offering options to parents;
- opened the door for any school that wants to provide a dual language program. In fact the Superintendent is on a campaign to promote biliteracy;
- authorized two conferences that focus solely on the importance of languages: *Weaving the Fabric of Hispanic Heritage into our Learning* and *Multilingual Summit, Preparing for Economic Development.* Funds are being spent on promoting these initiatives.

Notwithstanding the national movement to eliminate bilingual education, M-DCPS is moving forward and thinking outside of the box in its efforts to set the pace for quality dual language programs and other international education initiatives in partnerships with foreign governments.

Many of these initiatives would not have been possible without the support and the demand of business and community leaders. Miami has been frequently referred as the "Capital of the Americas," as the financial center and the trade link to Central and South America and the Caribbean. Miami is the cruise capital of the world. Our airport and seaport are one of the busiest in the country. Miami is an important tourist destination and rapidly becoming one of the leading health centers of choice for people from abroad seeking medical care.

If Miami is not able to provide the bilingual and biliterate workforce needed, our community will lose the competitive advantage it now enjoys. Today, Miami is still considered the most bilingual city in the United States. Yet, if that is to remain a reality, we must instill in our youngsters the desire to be proficient in English plus another language. We must help them to understand that we have grown and prospered because we are a crossroads of people, a point of connection between two continents and cultures. We must be cognizant of the fact that our economy is intertwined with that of the rest of the world.

The economic future of Miami-Dade depends in great part on what we do with our children in terms of bilingualism. We should raise our youngsters as proud citizens of this great nation, capable of loving it and serving it. We must raise our children imbued with the best qualities of American culture and society: the English language, a sense of responsibility to the community, love of freedom, respect for the value of work and institutions, and a healthy patriotism. At the same time, we should raise them as cultured citizens instilled with the curiosity to learn about other societies and cultures, proficient in more than one language, able to communicate and practice their profession with equal skills in English and any other language, and just as comfortable visiting friends and clients in Omaha, Nebraska as in Caracas, Venezuela.

This is the challenge Miami faces as a city of the future. This is not just the school's challenge; it is *our* challenge. It belongs to all of us: researchers, business partners, educators, and parents. We must instill that spark in our children, the desire to be proficient in English Plus One. ●

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First Hemispheric Conference on Indigenous Bilingual Education

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The First Hemispheric Conference on Indigenous Bilingual Education will foster a dialogue among policy-makers, practitioners, and researchers from countries throughout the Americas where bilingual and indigenous issues impact upon society and the education system. The primary purpose is to promote a sustainable exchange of pedagogical experiences, methodologies, and policies that yield the structures, programs, and materials needed to support effective bilingual and indigenous education in our hemisphere.

For additional information or to register for the conference, please go to **www.worldlearning.org**. To participate please contact:

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WHEN ALL MEANS ALL

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Online Resources for Further Information about Standards-Based Reform and ELLs Center for Applied Linguistics. http://www.cal.org/eslstandards/

Northeast and Islands Regional Educational Laboratory At Brown University (LAB). http://www.lab.brown.edu/public/InitsStandards.taf?function=search

Teachers of English to Speakers of Other Languages. http://www.tesol.org/assoc/k12standards/index.html

U.S. Department of Education. http://www.ed.gov/pubs/IASA/newsletters/standards/

Online Resources for Information about Standards Implementation

Annenberg Institute for School Reform. http://www.aisr.brown.edu/accountability/lswA/index.html

Council for Basic Education. http://www.c-b-e.org/psi/psiintro.htm

Education Trust. http://www.edtrust.org/main/sip.asp

Learning Research and Development Center. http://www.lrdc.pitt.edu/about.htm

Mid-continent Research for Education and Learning (McRel). http://www.mcrel.org/standards-benchmarks/index.asp

Northeast and Islands Regional Educational Laboratory At Brown University (LAB)/Center for Applied Linguistics. http://www.cal.org/brownlab/ellstds.htm

Philadelphia Education Fund. http://www.philaedfund.org/slcweb/index.htm

BACK TO THE FUTURE

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created for bilingual education. These should serve merely as a backdrop for the understanding of bilingual education from the past and, perhaps, re-thinking of the bilingual education of the future. It is quite clear that attempting to defend bilingual education against state initiatives such as Arizona's Proposition 203 and California's Proposition 227, financed by multi-millionaires with catchy slogans and deep pockets, will not be easy in the future. Educating a citizenry that does not seem to want to be educated [about the needs of limited-English proficient children] will again pose frustrating problems for bilingual educators. When we began our careers in bilingual education, we truly felt a calling. Although we did not initially have the research to back us up, we persevered and helped to create that research. By all accounts it seems un-American to discount now all that we have learned.

The recent passage of Proposition 203 in Arizona served as a second 'wake-up call' for many teachers, parents, and other educators concerned with fairness and equity. The question that truly needs to be asked now is "How many wake-up calls do we need?" Even though we had been predicting that 203 would pass and have a negative impact on children and the education community as a whole, people were still incredulous when it did pass. Students wept in our offices, simply wanting to understand why? "How", they implored of us, "could we be going backwards in the education of these children?" Being seasoned veterans of prior campaigns against bilingual education, all we could offer was an understanding and sympathetic ear. We were comforted however, by the knowledge that many more true believers in bilingual education had just been created. Never believe, however, that the passage of Proposition 203 did not affect us, seasoned professionals that we are. One never fully gets used to experiencing the attacks and outright derision felt during Proposition 203.

Yet, the students' questions and concerns were very legitimate. Going backwards is not an option. We cannot go back to the days when children were punished for speaking their native language or when teachers refused to use the natural teaching tool at their disposal—language. All of us who have struggled to improve educational outcomes for this segment of the American school system must now renew our faith in the future. As true Americans we know that justice will eventually prevail. ●

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THE NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

OUTSTANDING DISSERTATIONS OF THE YEAR COMPETITION

Guidelines for 2002

The following guidelines and accompanying explanation are provided to help insure the highest possible standards for the competition and to make the competition as objective as possible.

1. Who is eligible to enter the competition?

The competition is open to those who have completed a dissertation in the field of bilingual education between 1 June 1998 and 1 August 2001. Competition is defined as:

(a) received the doctoral degree between the specified dates OR

(b) satisfactorily completed all the course work and the dissertation between the dates specified and the dissertation is acceptable to the candidate's committee, but the degree has not been conferred.

A routine check is made with the chair of the dissertation committee of the applicant to protect all competitors, the universities, and the National Association for Bilingual Education.

Studies using any research approach (historical, experimental, survey, etc.) are eligible.

2. What are the criteria to be used in evaluating the dissertations?

Basically three criteria will be used to evaluate the dissertations:

a. the appropriateness of the research approach used
b. the scholarly quality of the dissertation
c. the significance of its contribution to knowledge in the bilingual education field

3. What is the first deadline for the competition?

The first deadline is **September 7, 2001.** By this date the chair of Outstanding Dissertations competition 2002 has to receive six (6) copies of the dissertation abstract prepared as directed by these guidelines.

This is a very firm deadline. Any dissertation abstracts received after this date will not be considered.

4. How should the dissertation abstracts be prepared?

For the first round of judging, the applicant's dissertation is rated **SOLEY** upon the dissertation abstract submitted. This abstract, then, must reflect concisely and accurately the research of the full dissertation.

The following directions should be used in the preparation of the abstract.

a. **Format.** The abstract should include the following:
   1. **Title page** – A sample title page is attached to these guidelines. Please provide all the information requested. One page in length.
   2. **Letter** – A letter, on university stationery, signed by the chair of the dissertation committee, indicating that the dissertation meets one of the eligibility criteria, defined earlier in these guidelines. One page in length.
   3. **Summary** – On a separate page, include a summary, approximately 150 words in length, in which you state in non-technical terms, the purpose and major findings of your study. Double-spaced, and one page in length.
   4. **Main report section** – You should include the statement of the problem; the purpose of the study; definition of key terms; sampling techniques to include size, description, etc. (if applicable); theoretical framework; main hypotheses; overview of analyses of data (if applicable); main findings and conclusions; and implications. **The main report sections should not exceed fifteen (15) pages in length, double-spaced.**
   5. **Bibliography** – Include a complete reference to each item cited in the dissertation abstract. References for items not used in the abstract should not be included.
   6. **Appendix** – If the applicant requires additional space in which to present details of a research instrument, a theoretical point of view, or to elaborate on some other vital point, an appendix may be included. Not to exceed (3) three pages, double-spaced.

b. **Length.** The total abstract should not exceed twenty-five (25) typewritten, double-spaced, 8 ½" x 11" pages, including all the sections mentioned above.

c. **Writing Style** – Your writing style should be clear, consistent, and concise. Particular care should be taken to insure that each table, chart and/or figure is adequately explained.

5. How many copies of the dissertation abstract are required?

Six (6) copies of the dissertation abstract should be sent, FIRST CLASS MAIL, to:

Dr. Josué M. González, Director
Southwest Center for Education Equity and Language Diversity
(Formerly the Center for Bilingual Education and Research)
Arizona State University
PO Box 871511
Tempe, AZ 85287-1511

6. What is the general procedure that will be used in the competition?

The judging, generally speaking, will be in two phases. The first phase will use the dissertation abstracts as a basis. The chair, of the competition, will send the abstracts to a Panel of Judges, who will be asked to judge/evaluate the abstracts. Each judge will be asked to submit, to the chair of the competition, a ranking of the top five (5) abstracts.

The chair of the competition will determine the top five (5) to seven (7) abstracts and will ask the writers to submit a copy of the complete dissertation, to be used as a basis for the second phase of the judging/evaluating process.

The Panel of Judges will convene to read, evaluate, and rank the complete dissertations and will determine the top three (3) dissertations.

A schedule, which outlines the process in more detail, is included in the **Important Dates** section that follows.

7. What are the most important dates and deadlines?

The schedule below, in addition to providing important dates and deadlines, provides additional information about the process.

April 30, 2001
Announcements of competition and guidelines are sent to all ESEA Title VII Fellowship program directors, all directors of ESEA Title VII centers and the National Clearinghouse on Bilingual Education, chairs of dissertation committees of previous participants, and so forth.

September 7, 2001
Deadline for submission of six (6) copies of dissertation abstract by applicants to chair of competition.

September 14, 2001
Chair of the competition distributes abstracts to Panel of Judges.

October 8, 2001
Panel of Judges members complete screening and advise chair of the competition of rankings—each identifies five top dissertation abstracts.

October 15, 2001
Chair of the competition determines five (5) to seven (7) top abstracts and advises all entrants of the results.

October 30, 2001
Semifinalists send one copy of complete dissertation to chair of the competition.

November 2, 2001
Members of the Panel of Judges convene to select 2002 outstanding dissertations.

November 5-9, 2001
Chair of the competition notifies three (3) finalists of results.

March 19-23, 2002
Winners are announced at NABE national conference in Philadelphia, PA.

8. May I participate in the Outstanding Dissertation competition 2002 if I participated in the 2001 Competition?

Everyone who participated in the 2001 competition can participate with the exception of the top three (3) winners, assuming that the eligibility criteria as outlined earlier in the Guidelines are met.

9. What recognition will be given to the winners?

In effect, there will two types or levels of winners:

a. The semifinalist - the writers of the top five (5) to seven (7) dissertation abstracts, from which the three (3) finalists may be selected, and
b. The three (3) finalists – the writers of the dissertations selected by the Panel of Judges as first, second and third place winners.

All semifinalists will receive certificates of recognition from the National Association for Bilingual Education.

The three (3) finalists will be recognized formally at a general session during the 31st Annual International Bilingual-Bicultural Education Conference scheduled for March 19-23, 2002 in Philadelphia, PA. The National Association will pay for travel expenses within the continental United States and per diem for one (1) day for the three (3) finalists for Bilingual Education.

Those semifinalists who are present at the general session mentioned above will also be recognized.

In addition, the National Association for Bilingual Education will ask the National Clearinghouse on Bilingual Education, the National Assessment and Dissertation Centers, the Materials Development Centers, and other similar organizations/agencies to announce the winners in their bulletins/newsletters/journals/publications.

10. Who makes the final decision?

All decisions by the Panel of Judges are final.

THE NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

OUTSTANDING DISSERTATIONS OF THE YEAR COMPETITION

Title Page

(Please type or print)

1. Name and Contact Information

Name: ____________________

Address: ____________________

City: ____________ State: ________ Zip: ____________

Office Phone: (____) ____________ Fax: (______) ____________

Home Phone: (____) ____________ Email: ____________

2. Title of dissertation in full: ____________________

____

____

3. Name and address of institution granting degree: ____________________

____

____

4. Dissertation Committee

Name of Comittee Chair: ____________________

Institution address: ____________________

____

Phone: (____) ____________________

5. Committee Members (names only): (1) ____________________

(2) ____________________

(3) ____________________

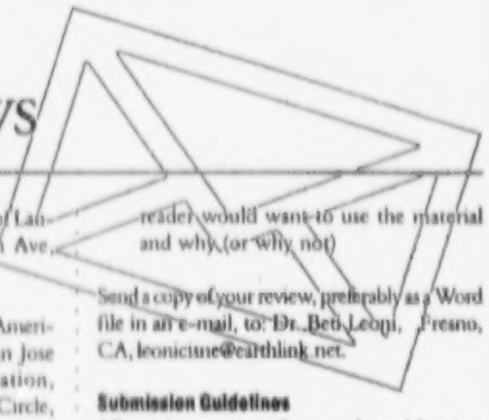
6. Date on which doctoral degree was conferred: ____________________

Day Month Year

7. If doctoral degree not yet conferred, date on which defense of completed dissertation was held: ____________________

Day Month Year

Guidelines for Article Submission to NABE News



General Editorial Policies

The *NABE News* is published six times a year on a bi-monthly basis. We seek previously unpublished articles. Articles should focus on the theory, research and/or practice of implementing quality bilingual education programs, including dual language programs. NABE invites manuscripts on a wide-range of topics related to support structures for these programs—from funding issues, parental involvement, staff development, curriculum and instruction to legislative agendas, state initiatives, staff hiring/retention and personal reflections—that advance the knowledge and practice in the field.

NABE News prefers a reader-friendly style of writing that resonates well with community groups, parents, legislators, and especially classroom teachers. Contributors should include reference to a theoretical base and cite related research, but the article should contain practical ideas or implications for practice.

Types of Articles

Feature Articles: A feature article should address the issue's theme (if identified), be no longer than 2,000-4,000 words, including references and sidebars. Type/save your manuscript as a Word document (6.0 or below) and attach it to an e-mail sent to nabe_news@nabe.org or mail a diskette to the NABE address. Please do not use running heads or bold. Include contact information and a brief bio indicating name, title, affiliation, and research interest.

Articles for Regular Columns: NABE news publishes four regular columns—Administration of Bilingual Education Column, Asian/Pacific Americans Column, Indigenous Bilingual Education Column, and Theory Into Practice Column. Each column has a column editor. These articles are shorter in length, usually focus on one issue, elaborate on two to three major points, and provide specifics for practice. Manuscripts should relate to the special focus and be approximately 1500-2200 words in length. They can be mailed to the NABE office, to the attention of the *NABE News* editor or mailed directly to the column editors as follows:

Ms. Mary Ramirez, Editor-Administration of Bilingual Education Programs, Philadelphia Public Schools, Director-Office of Language Equity Issues, 202 E. Gowen Ave., Philadelphia, PA19119.

Dr. Ji-Mei Chang, Editor-Asian/Pacific Americans Column, Associate Professor, San Jose State University, College of Education, Sweeney Hall, Room 204, 689 Erie Circle, Milpitas, CA 95192. jmchang@email.sjsu.edu

Dr. Ward Shimizu, Co-Editor-Asian/Pacific Americans Column, San Jose State University, 689 Erie Circle, San Jose, CA 95192.

Dr. Jon Allan Reyhner, Editor-Indigenous Bilingual Education Programs, Northern Arizona State University, Associate Professor, Division of Bilingual Education, CEE, P.O. box 5774, Flagstaff, AZ 86011-5774. jon.reyhner@nau.edu

Dr. Lucy Tse, Editor-Theory Into Practice Column, Assistant Professor, Arizona State University, Division of Curriculum and Instruction, College of Education, Tempe, AZ 85287-0208. ltse@asu.edu

Mr. Aurelio Montemayor, Editor-Parent/Community Involvement, Intercultural Development Research Association, 5835 Callaghan Rd., Suite 350, San Antonio, TX 78228. amontmyr@idra.org

General/Other Articles: Other articles, not addressing the announced *NABE News* themes, are also sought and welcomed. They should be relevant to current interests or issues. They must be no longer than 1500 - 1750 words.

Reviews: Reviews should describe and evaluate recently published bilingual education materials, such as professional books, curriculum guides, textbooks, computer programs, or videos. Reviews should be no longer than 500-750 words. Include in your review:

1. a brief summary of the major components or features of the material, with no evaluative comments
2. an evaluation of the features, indicating how they are useful/helpful or not
3. if appropriate, a discussion of how the material ties in or responds to broader issues in the field or to specific methodologies
4. an assessment as to whether the teacher/reader would want to use the material and why (or why not)

Send a copy of your review, preferably as a Word file in an e-mail, to: Dr. Ben Leoni, Fresno, CA, leonicune@earthlink.net.

Submission Guidelines

All articles must conform to the publication guidelines of the Publication Manual of the American Psychological Association (4th edition).

Print materials and electronic versions should include a title page, with contact information—including mailing address and telephone number. If available, authors should provide fax numbers, and e-mail address.

Include a two to three sentence biographical reference that may include job title or highest degree earned, work affiliation and/or research interest (not to exceed 50 words).

Manuscripts and diskettes will not be returned. Keep copies of your article or other materials submitted.

The editor of *NABE News* reserves the right to make editorial changes needed to enhance the clarity of writing. The author will be consulted only in cases where the change(s) is/are substantial.

Themes of Future NABE News Issues:

September/October
Access to Technology:
Promising Programs and Practice

November/December
Curriculum and Instruction in the
Bilingual Early Childhood Classroom

January/February
High School Prgrams for LEP Students

March/April
Increasing Support for Non-Academic
Factors

Copy is due two months in advance of the first month listed for the issue (for example, The deadline for the July/August issue is due May 1st, for September/October it would be due On July 1st). Advertisements should be submitted at least two months in advance of the first month listed for the issue.

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Mark your calendars!

Upcoming NABE Activities

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Postmark deadline – NABE 2002 Call for Papers
Did you remember to mail yours?

……

August/September
Look out for competition rules!
- **NABE 2002 Student Essay Competition**
- **NABE 2002 Teacher of the Year Competition**

……

September 07, 2001
Deadline to receive forms and abstracts for 2002 Dissertation Competition

……

October 31, 2001
NABE mails acceptance letters

NABE News
National Association for Bilingual Education
1030 15th Street, N.W.
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MEMORANDUM

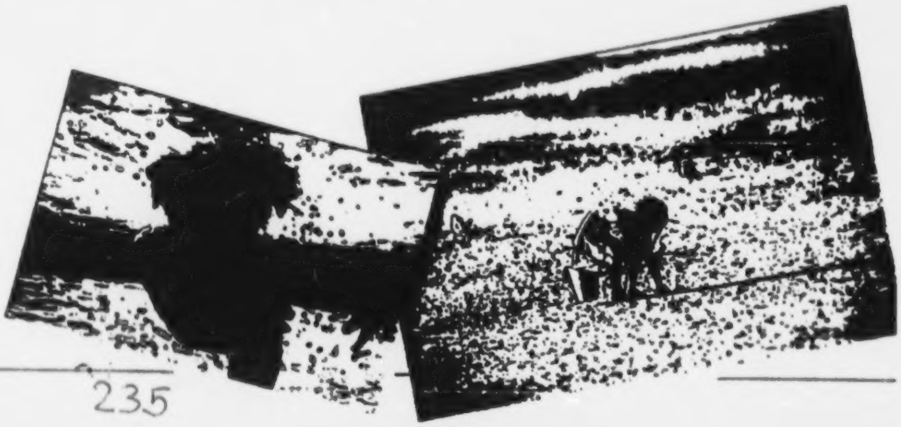
To: Bilingual Educators

From: NABE Executive Board and NABE Staff

Date: Summer 2001

Best wishes for a pleasant and restful summer break.

Replenish your strength and renew your enthusiasm for children and their needs.



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- Special Interest Group (SIG) Chair — Secondary Education
- Proposal Readers for Concurrent Sessions
  (Read and rate approximately 20-25 proposal abstracts in your area(s) of expertise)
- Contribute my knowledge/skills in other ways

Contact Dr. Alicia Sosa, Director of Membership and Publications at a_sosa@nabe.org or (202) 898-1829

BEST COPY AVAILABLE

MESSAGE FROM THE EXECUTIVE DIRECTOR

Delia Pompa

Dear NABE Members:

I hope those of you who are on summer recess are able to use this time to replenish the energy that drives you personally and professionally. Often summer provides us the time to reflect on difficult issues we face during the school year—and more important, on our professional response to these issues.

NABE is proud to be your partner in the on-going effort to improve the education of our children through responsible and frank discussions that will help both educators and the public as a whole better address the needs of America's diverse student body. It is in this spirit that the current issue of the *NABE News* magazine has been devoted to the topic of assessment.

New provisions in the federal Elementary and Secondary Education Act spotlight accountability and assessment as central components of our nation's educational system. While extensive research exists on testing as a whole, a great deal more is needed on specific areas such as: when does testing in a second language yield accurate results; what accommodations are appropriate in second language testing; how testing in languages other than English fits into accountability systems; and how to ensure the validity of results until research is completed. These factors, coupled with the rapidly growing number of LEP students in U.S. schools, make the topic of assessment particularly important for our chosen field and for the children whom we serve.

NABE supports the **appropriate** assessment of LEP pupils—assessment that can be used to hold schools and communities accountable for the achievement of students and that helps provide feedback on individual student performance. In the same vein, we strongly oppose the use of any one measure as the sole evidence for making high-stakes decisions about a child's education. We recognize that a student's true performance requires multiple measures.

We hope that the articles in this publication will prove helpful in your work and that you will share their content with colleagues whom you think would benefit from the information they contain.

You can count on NABE to continue its work in partnership with Members of Congress, the Administration, a broad network of sister organizations, and individuals like yourself. Together we must find the answers to the important questions that are implied in the assessment of LEP children. We hope we can count on you to help us educate others at the local level and that you will continue to share your thoughts on this and other important topics through NABE's forums, publications, and conference workshops.

Sincerely,

Delia Pompa

Delia Pompa
Executive Director

NABE NEWS

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NABE News

Published by the National Association for Bilingual Education
Editor: Alicia Sosa, Ph.D.
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Volume 24 of *NABE NEWS* will be published in 6 issues; publication dates are:

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Issue 2	11/15/00	Issue 4	03/15/01	Issue 6	07/15/01

All advertising and copy material must be received in the NABE office **TWO MONTHS prior to publication date** to be considered for inclusion.

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NABE

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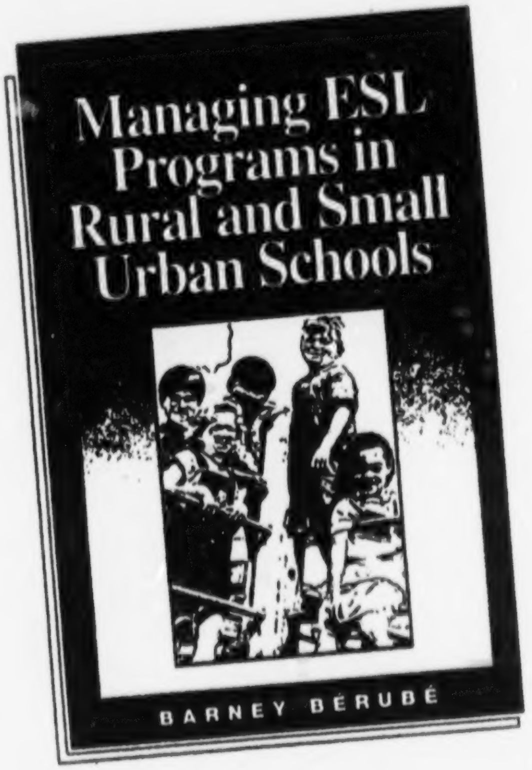
Your guide to…

Managing ESL Programs in Rural and Small Urban Schools



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STANDARDS FOR BILINGUAL AND DUAL-LANGUAGE CLASSROOMS

JANET ORR, CENTER FOR EQUITY AND EXCELLENCE IN EDUCATION,
THE GEORGE WASHINGTON UNIVERSITY

Forty-nine of the fifty states have set content standards in key subject areas, such as: reading, language arts, mathematics, and science. (Education Week, Jan.11, 2001) These content standards guide administrators and teachers in the development of curriculum and the delivery of instruction. Generally, teachers support the use of standards and agree that content standards have transformed curriculum to make learning more challenging for students. (Education Week, Jan. 11, 2001, p.8) However, some teachers in bilingual and dual language classrooms are concerned that their students may not achieve state standards. This article examines effective practices in bilingual and dual language classrooms that move English language learners toward meeting and exceeding state standards.

Why standards in content areas are important

Standards are important in a bilingual or dual-language classroom because common standards prompt educators to set the same standards for all students and, ultimately, to expect higher levels of performance by all students— whether in their home language, the target language or in English. Ideally, bilingual students should have access to all subject areas, i.e. history, mathematics, and science in both the home language and target language. Instruction in those subjects should reflect the same standards expected for all students in the school and district, irrespective of the language of instruction. A common set of standards for schools, districts, and states assures that the instruction and curriculum for English Language Learners (ELLs) instructed in a bilingual or dual language classroom be identical to standards set for those students whose home language is English. This common set of standards provides a framework that enables all educators, students, and parents to maintain the same expectation toward meeting the standards.

Not only do teachers need to maintain high expectations for all students, they also must reflect on how they teach. Developmentally appropriate instruction aimed at standards that use higher order reasoning and problem solving can occur in any language. Using effective instructional strategies to deliver developmentally appropriate content will enable students to build upon what they have learned. This new learning is then accessible to students in both languages used for instruction. Not only will use of developmentally appropriate instructional strategies yield immediate benefits, but they will help students gain the standards more rapidly.

State Standards Developed

Forty-nine states have standards in English and mathematics; Iowa is the only state that charges its school districts with the establishment of standards. Any state, territory or district that receives Title I funds must establish standards and an accountability system to determine how the standards are met.

Title I requires States to meet the following requirements related to standards, assessments and school accountability:

- **Content Standards** - States are required to develop challenging content standards that describe what students must know and be able to do, in at least mathematics and reading or language arts. These high standards apply to all students attending Title I schools. Content standards were to be in place by the 1997-98 school year.

- **Performance Standard -** States are also required to develop performance standards for at least three levels: partially proficient, proficient, and advanced. While Title 1 law required performance standards to be in place by the 1997-98 school year, many states received waivers from the Department in order to allow them to develop performance standards in conjunction with their aligned assessments. (U.S. Department of Education, February 2000).

ESL and ELD Standards

Some states are developing and implementing standards in additional subject areas. Eventually all subject areas will have standards at all grade levels. In two states (New York and California) and several major cities (such as Chicago and Philadelphia), large numbers of ELLs have made it imperative to develop English as a second language (ESL) or English Language Development (ELD) standards. These standards offer a developmental approach to learning English that merges with the state's English language arts standards. They apply for ELL instruction provided in a variety of classroom settings, such as bilingual, dual-language, pullout or inclusion instruction.

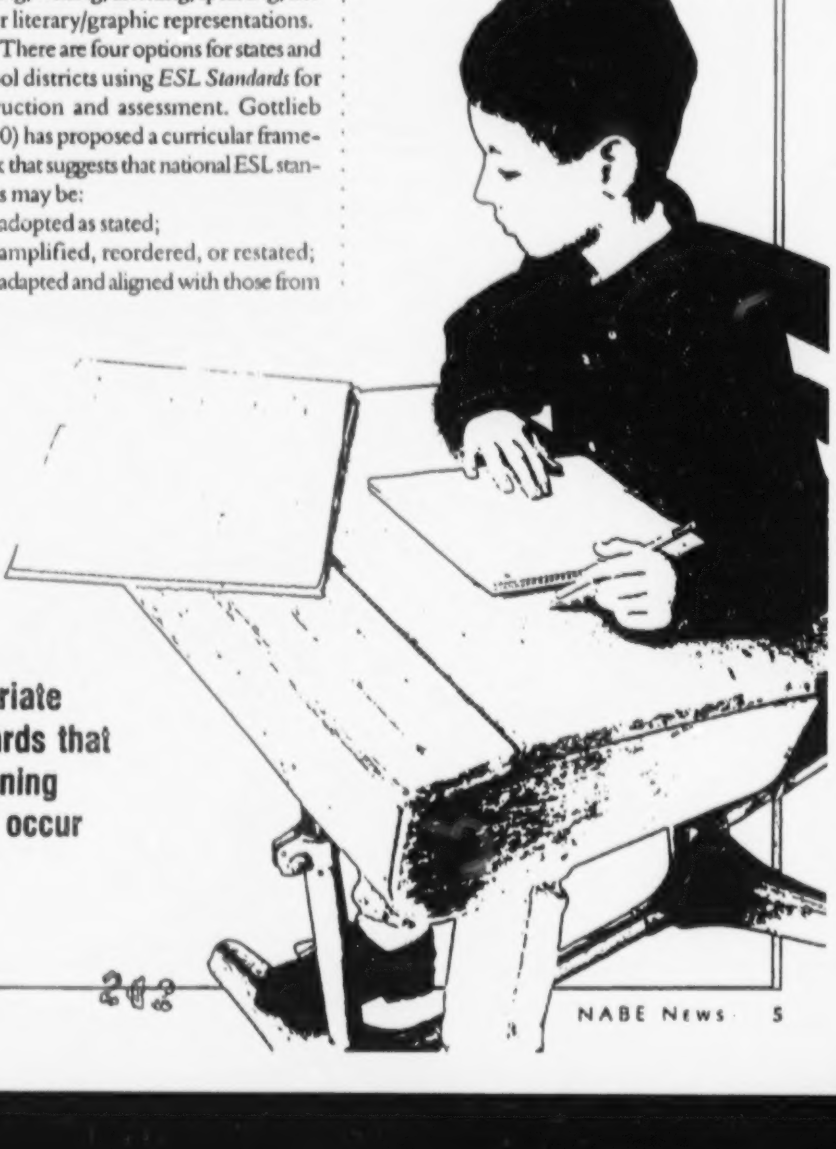
Not all states have a sufficient ELL population to place the development of standards in this subject area as one of their priorities. Therefore, some states have adopted the *ESL Standards for Pre-K-12 Students* produced by Teachers of English to Speakers of Other Languages (TESOL, 1997) to complement their English language arts standards. These standards enable students who are learning English "to realize their personal, social, and long term career goals" (TESOL, p.1) and prepare them to attain their state standards in English language arts and other subject areas. "The *ESL Standards* describe the language skills necessary for social and academic purposes." (TESOL, p. 1). They are not a substitute for English language arts standards since the scope of the content is different for English language learners and native English speakers learning reading, writing, listening, speaking, and other literary/graphic representations.

There are four options for states and school districts using *ESL Standards* for instruction and assessment. Gottlieb (2000) has proposed a curricular framework that suggests that national ESL standards may be:

1) adopted as stated;
2) amplified, reordered, or restated;
3) adapted and aligned with those from English language arts; or
4) applied or integrated with those from other content areas.

Because each option has distinct advantages and disadvantages, school districts have to weigh each one carefully before implementation.

Using TESOL's *ESL Standards*, the National Study for School Evaluation (NSSE), the research arm of regional school accreditation committees, undertook the development of a program evaluation guide for English as a second language instruction in Pre-K-12 programs. The team of developers included members from TESOL's ESL Standards and Assessment team, NABE members and staff, representatives of the Alliance for Curriculum Reform (ACR), a representative of the



Developmentally appropriate instruction aimed at standards that use higher order reasoning and problem solving can occur in any language.

National Education Association (NEA), and experienced K-12 ESL/bilingual educators. NSSE plans to publish the publication, *Program Evaluation: ESL*, in the summer of 2001. The content of the guide is designed for use in a variety of program models wherever English is taught as a second language, i.e. ESL inclusion, ESL pullout, transitional bilingual, dual-language and immersion. There are rubrics for the national ESL content standards and indicators of instructional and organizational effectiveness. These ESL/Bilingual program specific indicators describe processes established in the school to raise the instructional standards for ELLs. In addition, NSSE has developed program evaluation guides for English Language Arts and Foreign Languages and all other subject areas; these provide a common basis for the whole school to establish common learning goals for all students across disciplines.

Another set of resources in the implementation of standards-based instruction for ELLs in K-12 programs is the *Promoting Excellence* series. Its six *Guiding Principles* capture the essence of an optimal environment for ELLs and shares best practices based on research findings. *Promoting Excellence School Improvement Guide*, the latest in the series, will be published in September 2001. This tool helps school district teams collect data on school programs that address the needs of English language learners. Each guiding principle lists indicators of school practices that research has shown to be successful. In addition, the *Promoting Excellence School Improvement Guide* delineates five levels of implementation that yields a profile on the implementation of best practices for ELLs. *Promoting Excellence* materials parallel state content standards or *ESL Standards*.

Implementing a standards-based curriculum

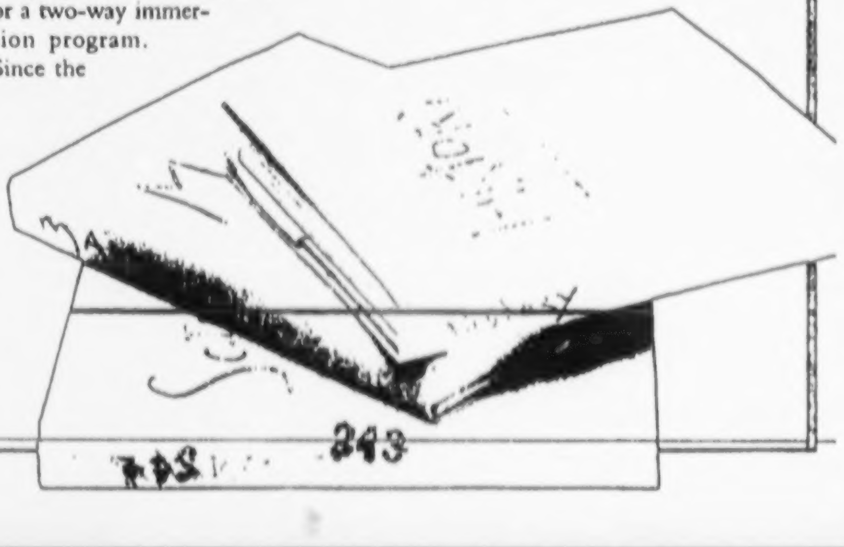
A standards-based curriculum implemented in all classrooms allows schools to move toward their goal of maintaining high standards for all students. Systematic school improvement strategies paired with on-going professional development will support and create opportunities for teachers to use instructional strategies within an academically challenging curriculum.

Often, the first step toward change takes place at a faculty meeting or a school improvement committee meeting. Here, school leaders share or investigate effective research. From this activity, staff decide upon common strategies for implementation in district classrooms. Faculties decide which implementation strategies work best for their students. They may try one new strategy per month or different teachers may try different strategies then report on effectiveness for their unique student population. When the faculty gets together again, they discuss the alignment of the strategies to the standards and their effectiveness in their classes. At that point, staff decide whether to add those strategies that are most effective for all students, including ELLs.

General education standards may be used during ESL, bilingual and dual-language instruction. However, it is sometimes difficult to envision how those standards work in the classroom with some students who are not fluent English speakers. Bilingual teachers can use the *ESL Standards* from TESOL or the NSSE *Program Evaluation: ESL* to ensure that they are adequately addressing the social, academic, and socio-cultural domains (Goals 1, 2, 3) in their English language development program. These same domains should be "adequately" addressed in their native language development program, too, particularly if the program is developmental or a two-way immersion program. Since the *ESL Standards* specifically address English language development, and not home language development, they do not/would not specifically guide a bilingual teacher delivering literacy instruction in a student's home language. However, teachers can readily apply the language development concepts, as well as the domains (social language, academic language, and socio\cultural knowledge) to home language instruction.

Content instruction in a bilingual or dual-language classroom follows the content area standards developed by each state, even though the teacher delivers the content in a language other than English. Organizing learning around clearly defined standards makes it easier for the students to connect their knowledge base, developed in any language, to new content area learning. Various bilingual or dual-language delivery models available support standards based instruction. A few examples follow:

- **Arranging the content from various subject areas around a theme will enable the teacher to reinforce content and vocabulary from various angles.** For example, teach the social studies lesson in English, focused on growing fruit and selling it. The science lesson, in Spanish, could focus on the parts of a tree. The mathematics lesson, conducted in Spanish, could focus on measuring height (of a tree) and depth (that you plant it). The Spanish reading lesson and English reading lesson could focus on literature, with content



that would link the lessons and reinforce vocabulary learned in the content lessons, such as: *The Giving Tree* by Shel Silverstein, *A Tree is Nice* by Janice Udry or a Spanish language book about growing, such as *Una Semilla Nada Mas* by Alma Flor Ada. Teach the content of the lesson in the home language (through the Preview Technique, with the new material taught in English and the review/revision of the content done in the home language.

The six guiding principles capture the essence of an optimal environment for ELLs and share best practice based on research findings.

- **The teacher can plan on teaching specific content areas in one language for one semester and switching to the other language for the second semester.** Since content is continually built upon during each succeeding instructional opportunity, students will have an opportunity to experience the content and its underlying concepts innumerable times as they engage in school learning.

Professional Development Opportunities

These instructional delivery models and the various strategies that teachers use to implement standards based instruction take time to learn and incorporate into every day practices. Professional development opportunities should be available in each school to help teachers gain the strategies needed to implement a standards based instructional program. Recently *Education Week* (Jan. 11, 2001, p. 8) undertook a telephone survey of teachers, *Quality Counts 2001*. It reported that 28 percent of the teachers said that they had no training on how to implement state standards. Yet, professional development is a key to linking the standards with the needs students, in particular ELLs and students in bilingual or dual-language classrooms.

Teachers may take the initiative to establish a support group with similar grade level or subject area interests that can collaborate regularly to research and discuss the implementation of successful practices. Bilingual and ESL teachers need to collaborate with their grade level or subject specific colleagues to assure that they draw on the same standards that grade or content area teachers implement. Another possibility is to ask the administrator/principal for a coach that can visit on a regular basis to guide teachers in their implementation of standards-based instruction. We all understand that a single in-service does not implement long-term change and that we need long-term change to align curriculum and instruction with the standards.

Assessment of standards-based assessment

In tandem with revitalizing instruction, each state is in the process of developing a plan to assess the performance of students toward meeting state standards in at least English and mathematics. These assessment processes dramatically impact teachers. School districts that have aligned curriculum with standards and teachers that have aligned instruction with standards will be able to use the results from assessments. In the next article, Goettlieb discusses how administrators and teachers can more fully utilize the information gained from standards-based assessment to guide instruction. ○

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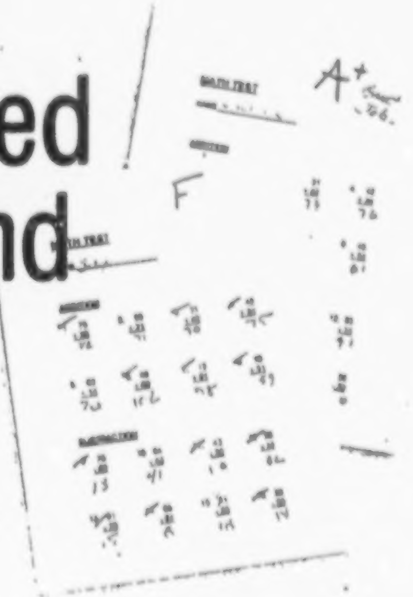
Four 'A's Needed for Successful Standards-Based Assessment and Accountability



BY MARGO GOTTLIEB, ILLINOIS RESOURCE CENTER, IL

In this era of standards-based educational reform, assessment and accountability have become two powerful forces that have a profound impact on school life. Educators who work with English Language Learners (ELLs) must confront the contradiction of honoring a state's mandate to include all students in large-scale testing while maintaining the integrity of support services and commitment to sound educational practices for their students.

This article explores elements of large-scale assessment that influence accountability for learning in K-12 settings and examines how assessment systems specifically designed for ELLs can offer enhanced ways of demonstrating student achievement.

Accountability implies that the entire educational community takes responsibility for student learning. To justify decisions borne from assessment data, I propose that we, as educators, must strive towards getting all As; that is, we must insist on accuracy, appropriateness, and alignment as foundations for assessment of ELLs. In addition to features of sound assessment, we must recognize two other As—accommodations and alternate assessment—as contributors to standards-based, large-scale efforts. Finally, we must challenge schools, school districts, and states to create assessment systems that exemplify fairness, equity, and practicality for all students and educators.

Part 1: Features of Sound Assessment

Accuracy

Accuracy lies in knowing the *what* (defining the parameters of a domain or construct) and the *why* (identifying the purpose) for assessment. A Description of Standards-based Assessment for ELLs, presented on the following page, points to three primary purposes for assessment, lists their associated functions, and illustrates how different forms of assessment are necessary to accurately describe student performance.

The use of only one form of assessment cannot capture the wealth of information necessary for making educational decisions at different points in time. Distinctions among the types of assessment help us distinguish how to use the information. At the same time, it is important to have data from multiple sources to gain a more comprehensive understanding of the total student.

- *Screening measures* produce data that allow us to make some preliminary decisions, such as whether students meet eligibility requirements for support services or the extent to which students would benefit from instruction in their native language.
- *Formative measures* are tied to classrooms and reflect instructional practices. Information gathered on a formative basis is critical for informing teaching and learning on an ongoing basis. Formative data, such as using run-

A Description of Standards-based Assessment for English Language Learners

TYPE OF ASSESSMENT MEASURE	PURPOSE OF THE ASSESSMENT	FUNCTION OF THE ASSESSMENT
SCREENING MEASURES	Set eligibility criteria for support services and threshold or benchmark levels that trigger participation in large-scale assessment	Determine students' language and academic proficiencies in English and their native language
FORMATIVE MEASURES	Report classroom-based information, linked to standards, that complements large-scale assessment	Determine student progress in language development and academic achievement in all content areas
SUMMATIVE MEASURES	Report individual, school, district, and state information, anchored in standards, that demonstrates accountability for student learning	Determine student movement toward attainment of content standards

ning records for monitoring literacy development or collecting oral and written language samples from the content areas, provide us insight into the pace at which students are moving toward the attainment of content standards.

- *Summative assessment* offers us cumulative data, accrued over a school year, for instance, in the form of summary scores to determine the movement of students towards attainment of standards.

Envisioning assessment as an iterative process is a more accurate description than confining assessment to a single event. Accordingly, there are four distinct phases to the assessment cycle: a) planning; b) collecting and recording information; c) analyzing and interpreting information; and d) using information for reporting and decision-making. It is critical that ELLs be considered and incorporated into each stage, as outlined in the underlying principles of assessment (TESOL, 2001, 1998).

We must insist on accuracy, appropriateness, and alignment as foundations for assement of ELLs.

Appropriateness

We must be vigilant to ensure that the developmental, cognitive, as well as linguistic and cultural characteristics of ELLs be taken into account in the design of assessments. Developmental appropriateness refers to both the pedagogical practices of teachers and the type of materials used by students. For example, fifteen-year old ELLs, regardless of their educational backgrounds, should engage in assessment activities that are reflective of teenage students and contain artwork, graphs, or charts that depict the teenage world.

In regards to the use of inferential and higher level thinking in assessment, sophisticated and complex academic concepts can be readily represented visually, reducing the reliance on print, to enhance the cognitive involvement of students. The third area of appropriateness, linguistic and cultural representation of the student population, is critical to ensure that the assessment has a multicultural, rather than Anglo-centric, orientation. In addition, variables unique to ELLs, such as their oral language proficiency and literacy in their native language and English, as well as years of continuous schooling inside and outside the United States must be built into an assessment blueprint. In that way, the full range of the students' linguistic and academic performance can be captured.

Alignment

With accountability becoming the watchword of school reform, content standards have become the anchor for curriculum, instruction, and assessment. Consequently, teachers and administrators have been required to determine the extent of alignment or match among these essential elements. The introduction of national ESL standards (TESOL, 1997) has afforded schools, districts, and states the opportunity to extend standards-based efforts to classrooms with our most recent ELL arrivals and to define the beginning stages of the developmental continuum that leads these students toward the attainment of state content standards.

Alignment is also necessary between the provision of student support services and expected student outcomes. How we assess ELLs must correspond with the amount, type, and scope of services afforded them. For example, for accountability purposes (not for initial placement decisions), the language of assessment should mirror that of instruction. If students' educational experiences in the content areas have been in their native language, assessment in the native language should follow suit; conversely, if schooling has been exclusively in English, state standards tied to that curriculum should be assessed in English.

A Checklist for Maximizing Inclusion of English Language Learners in Standards-Based, Large-Scale Assessment

PHASE 1: PLANNING FOR INCLUSION

- ☐ Form a Task Force of stakeholders, including bilingual, ESL, and classroom teachers, administrators and policy-makers, to oversee policy, research, and practice related to the state and district level assessments
- ☐ Determine the purpose(s) of the assessment and the uses of assessment data
- ☐ Devise curriculum frameworks that align ESL standards and district standards (as applicable) with state content standards
- ☐ Create a universal blueprint for assessment of all students
- ☐ Analyze delivery of support services (in regards to language use, time, and setting) so that assessment matches instruction
- ☐ Make provisions for assessment of language (language proficiency) and content (academic achievement) on a formative and summative basis
- ☐ Adopt, adapt, or develop measures, including standardized tests and performance tasks and rubrics, according to the established blueprint
- ☐ Convene a bias review panel to ensure fairness and equity across groups
- ☐ Plan data analyses and research studies to be conducted in tandem with administration, such as using accommodation strategies, equating of measures, and establishing inter-rater agreement for interpreting performance tasks
- ☐ Identify ample number of students, schools, and districts for sampling during pilot and field testing of assessments

PHASE 2: IMPLEMENTING INCLUSIONARY PRACTICES

- ☐ Develop an administration manual with guidelines for teachers and administrators
- ☐ Offer professional development for teachers and administrators involved in pilot and field testing of the materials
- ☐ Collect data under standard conditions
- ☐ Obtain feedback from administrators, teachers, and students
- ☐ Select anchor papers or exemplars for performance tasks by grade level clusters based on the criteria defined in the rubrics

PHASE 3: EVALUATING THE EFFECTS OF INCLUSION

- ☐ Analyze data with provision for desegregation for specific subpopulations
- ☐ Norm measures or criterion-reference the measures against the standards
- ☐ Form committees and train members to score performance tasks; develop a procedure to establish inter-rater agreement
- ☐ Determine psychometric properties (reliability, validity, fairness, and practicality) of the assessment(s)
- ☐ Establish benchmarks (or cut-scores) from the data and create designations with performance definitions
- ☐ Produce a technical manual
- ☐ Develop reporting forms at the student, school, district, and state levels
- ☐ Report results of research studies and determine their impact on the assessment
- ☐ Construct an accountability formula that reflects the relative weight of each assessment within the system
- ☐ Offer professional development for administrators and teachers on the meaning of the results and the implications for instruction of ELLs
- ☐ Prepare the assessment, teachers, and administrators for system-wide adoption

An extension of this notion applies to the relationship between formative and summative assessment. Formative assessment refers to the ongoing gathering and analysis of information in classrooms whereas summative assessment denotes an accumulation of information over time that is summarized by a single performance. These two types of assessment must be complementary in order to yield a comprehensive academic profile of students.

One way to tie the classroom and large-scale assessment is to develop standards-based rubrics that can be used by teachers on a continuous basis and by the school district or state at a specified point in time. To illustrate this point are two examples of statewide rubrics for ELLs, used in formative and summative assessment, based on each state's Language Arts standards. **Ilinois** uses a focused-analytic rubric in its direct writing assessment, the *Illinois Measure of Annual Growth in English* (IMAGE), a literacy measure specifically created for ELLs. It is directly aligned and statistically linked with the state's writing rubric for the general population, yet has a component, Language Production, that addresses the acquisition of writing proficiency unique to second language students. In addition to its summative function, the rubric is made available for use by teachers through continuous professional development activities and has been incorporated into supplementary classroom materials developed for ELLs.

Delaware, as part of the Portfolio Assessment of Limited English Proficient Students (PALS) Project, is currently piloting a set of five-point, holistic rubrics that are developmental scales for ELLs. Alignment is assured by incorporating select criteria from the state's Language Arts standards into the highest levels of performance. For formative assessment, at three designated points in the year, teachers selected from a menu of language functions and suggested samples of student work for each standard at four grade level clusters to design performance assessment. Teachers then interpreted students' original work according to these scales. For summative assessment, a set of standard, secure tasks have been developed for benchmark grades, with the identical standards-based rubrics converted to task-specific scales to improve inter-rater agreement in scoring at the state level.

Having considered the features of accuracy, appropriateness, and alignment in our assessment practices, we have acknowledged the essential elements of validity. Equally important, the use of accurate, appropriate measures that are aligned with standards, curriculum, and instruction will minimize bias in assessment. Having established the parameters of sound assessment for ELLs, we can now move forward to its systematic implementation.

Part 2: Implementation of Sound Assessment

Schools, school districts, and states are under tremendous pressure to produce trend data that show improvement of students' academic performance over time. However, to include ELLs prematurely in state assessment that has been determined to be inaccurate, inappropriate, and invalid for these students only serves to increase the overall participation rate, producing results that, more often than not, penalize both students and their schools. Admittedly, inclusion of ELLs is a goal of large-scale assessment programs, however, guidelines and policies need to be developed and implemented rather than relying on an arbitrary ruling from key administrators. The checklist to the left outlines a three-phased plan to maximize inclusionary practices for ELLs in large-scale assessment efforts.

Accommodations

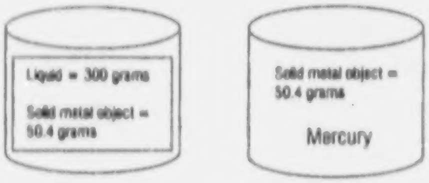
One response by states and school districts to the need of guaranteed inclusion of ELLs in large-scale assessment has been the introduction of accommodations. Accommodations refer to the support provided students for a given testing event, either through modification of the instrument or the testing procedure, to assist students gain access to the content (Butler & Stevens, 1997). Accommodations in which the setting or time are modified, such as extended test taking time, small group or individual administration, and a separate location for administration, are the most common practices for ELLs in state assessment programs (Rivera, Stansfield, Scialdone, & Sharkey 2000).

The use of blanketed accommodations is questionable at best and research on the types or clusters of accommodations that are viable for ELLs has been limited (Abedi, 1999; Kiplinger, Haug, & Abedi, 2000). Although accommodations that have simply been retrofitted to an assessment that has not been conceptualized or normed on ELLs do not offset validity issues, they may be a reasonable solution for students who have reached a threshold level of English language and academic proficiency.

Case in point is a released item from the 10th grade science and technology section of a state assessment. It illustrates how ELLs' understanding of academic content may be facilitated through accommodations without compromising its conceptual complexity. The unaltered item reads as follows:

A solid metal object that has a mass of 50.4 grams is put into a red liquid with a total mass of 300.0 grams. The metal object sinks to the bottom of the red liquid. The same metal object is retrieved from the bottom of the red liquid and put into mercury. The metal floats in the mercury. Which statement would be **most** correct based on the observations?

A. The density of the red liquid is less than the density of the mercury.
B. The mass of the mercury must be greater than the mass of the red liquid.
C. The volume of the red liquid must be less than the volume of the mercury.
D. A larger metal object made of the same metal would sink in the mercury.


Liquid = 300 grams
Solid metal object = 50.4 grams
Solid metal object = 50.4 grams
Mercury

Below is the identical item that has been modified for ELLs. The format of the item has been altered with a cluster of accommodations.

Which statement would be **most** correct based on your observations?

A. The **density** of the liquid is < the density of the mercury.
B. The **mass** of the mercury is > the mass of the liquid.
C. The **volume** of the liquid is < the volume of the mercury,
D. A larger metal object made of the same metal would sink in mercury.

In this instance, an illustration relays the same content information as the text (without over reliance on print), mathematical symbols are substituted for phrases, and key scientific terms are highlighted. Thus, ELLs have a greater opportunity of accessing concepts they may have been taught without diminishing the challenging content standard being addressed. Although research may inform us of the benefits of accommodations for some ELLs, their applicability to the heterogeneous ELL population is suspect. Only through the development of alternate assessment can we gain insight into the academic performance of ELLs at all language proficiency levels.

Alternate Assessment

By definition, ELLs cannot yet meet state content standards in English and thus qualify for support services. To assume their participation in state assessment efforts is fair and equitable, then, is erroneous. As mentioned previously, accommodations may serve those ELLs who have reached a benchmark level of linguistic and academic proficiency. However, there are other students, such as those with limited formal schooling, who are unable to profit from even adjusted test items. If those students and their teachers are to be held accountable for learning and teaching, alternate assessment must be considered as part of a school district's or state's equation.

Alternate assessment may be defined as the gathering of defensible data—generated from standards-based measures designed for ELLs—that offers a viable means of documenting ELL student progress. It may range from the development of a specific test, performance tasks and rubrics, to a standard portfolio of evidence; irrespective of the type of assessment, however, there must be proven psychometric properties. A combination of formative and summative measures may be included to extend implementation to everyday instructional practices at the classroom level.

One such system is currently under development in **Wisconsin**. Groups of bilingual/ESL content specialists in Language Arts, Math, Science, and Social Studies analyzed the performance indicators for each of the states content standards using set criteria and, when necessary, converted them to alternate performance indicators for ELLs. For each alternate performance indicator, alternate assessment activities/tasks were then suggested along with applicable data sources. An implementation guide was created that highlighted a five-point, focused-analytic rubric that addresses components of academic achievement.

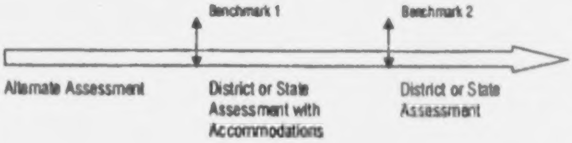
Within a given time frame, classroom and bilingual/ESL teachers working with ELLs at benchmark grades, collaborate in the collection of original student work in each content area. Oral or written evidence in English or the student's native language, depending on instruction, become the products of performance assessment. The students' samples are interpreted based on the rubric's descriptors and resulting scores, that correspond to specified designations, are reported to the state.

Extensive professional development about the instructional assessment system—and on establishing inter-rater agreement among teachers—is soon to be augmented by the compilation of student exemplars at benchmark grade levels. A validation study is also underway for students participating in both alternate assessment and accommodated state assessment.

Assessment Systems

An assessment system, defined as a network of interrelated measures built for inclusion of ELLs, must be designed with multiple purposes in mind. This vision of assessment must include proficiency measures that inform us of students' language development, and content measures that relate the students' academic achievement. Both types of instruments need to be grounded in standards in order to ensure a seamless transition for students and their ultimate success in school. A framework that includes the provision of multiple forms of large-scale, standards-based assessment is shown below.

An Inclusive Framework for Standards-based, Large-Scale Assessment for States and School Districts with English Language Learners


Benchmark 1
Benchmark 2
Alternate Assessment
District or State Assessment with Accommodations
District or State Assessment

The framework, which is representative of the second language acquisition continuum, specifies two critical junctures or benchmarks. The first point corresponds to ELLs' participation in alternate assessment that has embedded language proficiency and academic indicators predictive of the students' readiness to move into district or state assessment with accommodations that have been tested and researched on ELLs. The second benchmark signals the movement of ELLs into district or state assessment, again, based on a constellation of factors, with the subsequent removal of both instructional and assessment supports.

Both classroom and large-scale assessment exist throughout the system. Classroom performance that is interpreted by a standard scale honors everyday interactions between teachers and students, offers input from teachers into educational decision-making, and recognizes formative assessment as a contributor to accountability.

Ultimately, an assessment system which is built on multiple indicators and relies on multiple data sources becomes more viable and defensible than one that is devoted to a single measure.

With the steady growth of linguistically and culturally diverse students throughout the United States, it is imperative that we reassess the large-scale, often high stakes, assessments currently in vogue. We must demand accuracy, appropriateness, and alignment of standards, curriculum, and instruction with assessment. But to maximize achievement and accountability, and claim all As for our students and our profession, we also must recognize the necessity of constructing a comprehensive assessment system for every school district and state. Until we build an inclusive network of complementary measures that reflect who our students are and what they can do, our educational enterprise is compromised. ○

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THEORY INTO PRACTICE

Column Editor: Dr. Alicia Sosa, NABE

Weaving Assessment Into a Standards-based Curriculum

By Ann Katz, ARC Associates, CA

Standards-based curriculum reform has dominated the educational landscape for more than a decade now. This innovation has refocused the talk about teaching and learning in classrooms across the United States. Instead of focusing on which textbook to follow or methodology to employ, we have moved to a more fundamental analysis of instructional content. What should our students be learning? What should those textbooks contain? How can methodology serve what is being taught? While this shift in focus bodes well for education in general and serves as the underpinning for many school-wide reform efforts, the standards-based education movement has for the most part ignored the needs of English Language Learners (Gómez, 2000).

In 1997, TESOL released its ESL standards for grades pre-K to 12 to ensure that English language learners would be included in the standards-based curriculum reform movement. While this effort has brought ESL and English language learners into the conversation around what students should know and be able to do, now the topic has shifted to asking how well students should know what they know and how much of this knowledge they can demonstrate. Demands for accountability are pushing schools and programs to explore whether what they do is having an effect on the students they serve. Schools must show that learning is taking place. Yet ,as with the standards movement, little thought has gone into identifying and selecting assessments suitable for English language learners. In many cases, our learners face assessments given only in English and often not aligned to the content specified in state and district standards.

More recently, as an outgrowth of the ESL Standards work, TESOL released *Scenarios for ESL Standards-Based Assessment* (2001). One of the few assessment resources focused on the needs of English language learners, the Scenarios provide a variety of useful tools for weaving assessment into classrooms serving English Language Learners.

The first section sets out a conceptual framework that articulates the relationship between instruction and assessment and how standards—ESL, math, reading, or social studies, for example—can provide the focus for both. Classroom based examples illustrate how this framework can be implemented in a range of contexts, from bilingual elementary classrooms to pull-out ESL sessions. Sprinkled throughout the book are examples of assessment instruments, teacher planning tools, and scoring rubrics. Following are strategies that will serve bilingual educators well.

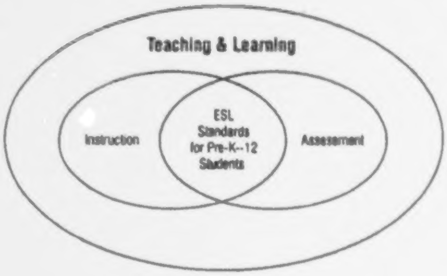
Conceptual Framework

The approach to assessment draws heavily from recent changes in assessment practice. Just as instruction has been influenced by current thinking about teaching and learning that envisions learners as active participants in constructing knowledge and interacting with other learners in rich contexts, current assessment practice is characterized in richer, more complex ways. Such assessment may be:

- **authentic**: tasks are drawn from students' instructional context
- **dynamic**: tasks may be complex, requiring several steps; learning may be demonstrated through extended responses or explanations
- **individual and group**: learning may be demonstrated in individual as well as group performances
- **multiple**: learning may be demonstrated through more than one source and on more than one occasion
- **standards-based**: learning is measured against specific instructional targets tied to standards.

The framework for assessment that shapes the practices portrayed in this book situates assessment and instruction within the broader context of teaching and learning and positions the ESL standards as a focal point. Figure 1 shows the linkage across instruction, assessment and standards.

Figure 1. The Context for Instruction and Assessment



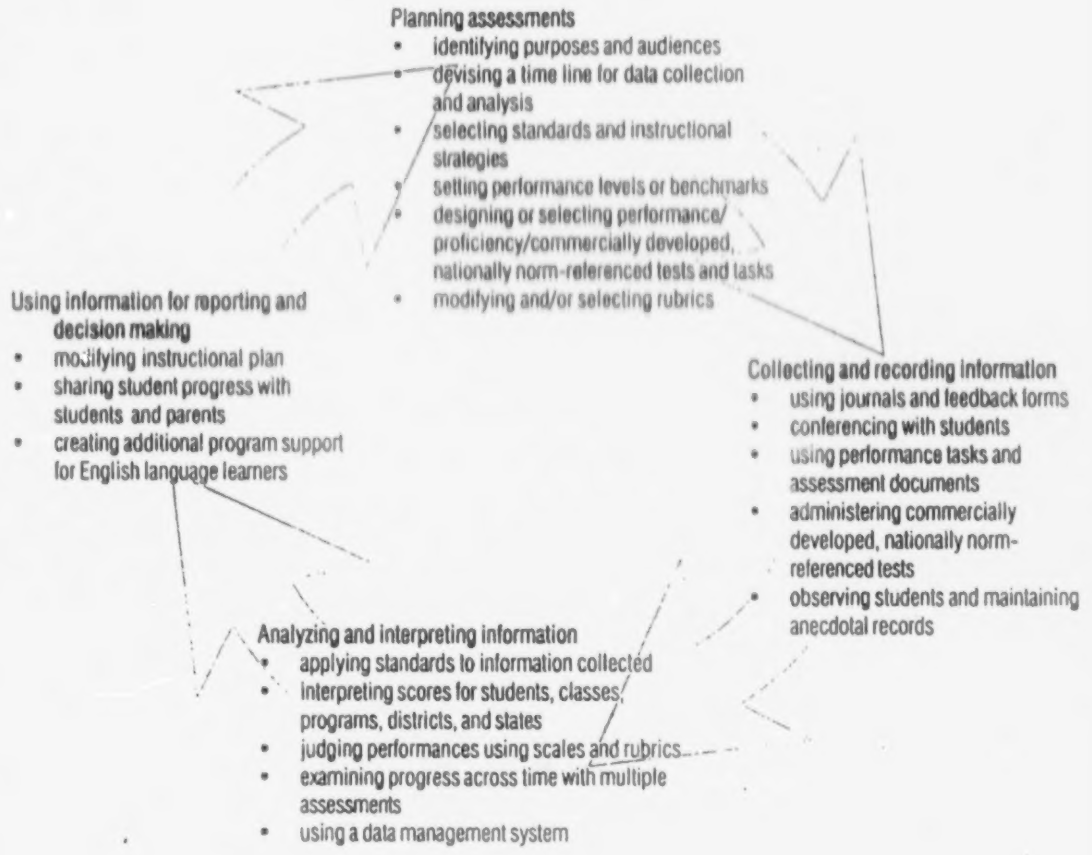
According to this model, each component serves a purpose in designing enriched educational experiences for our students. Both are necessary for the well-designed classroom.

The Assessment Process

It is useful to remember that while we often think about assessment in terms of specific tests or performance tasks, such a perspective ignores its broader function. We need to consider *why* we collect assessment information.

What is our purpose? Who is our audience? What stakeholders are interested in our results? Granted, many of us give tests because we are required to do so, and many of those assessment are inappropriate for English language learners because they ignore the language proficiency levels of students taking the tests or cultural mismatches between our learners and the content of

Figure 2: The Assessment Cycle



Planning assessments
- identifying purposes and audiences
- devising a time line for data collection and analysis
- selecting standards and instructional strategies
- setting performance levels or benchmarks
- designing or selecting performance/proficiency/commercially developed, nationally norm-referenced tests and tasks
- modifying and/or selecting rubrics

Collecting and recording information
- using journals and feedback forms
- conferencing with students
- using performance tasks and assessment documents
- administering commercially developed, nationally norm-referenced tests
- observing students and maintaining anecdotal records

Analyzing and interpreting information
- applying standards to information collected
- interpreting scores for students, classes, programs, districts, and states
- judging performances using scales and rubrics
- examining progress across time with multiple assessments
- using a data management system

Using information for reporting and decision making
- modifying instructional plan
- sharing student progress with students and parents
- creating additional program support for English language learners

* Note that each phase of the assessment cycle is composed of a set of activities.

the test. However, assessment that is meaningful and useful can provide a rational basis for decision making at every level of schooling. Assessment information can help us decide, for example, whether the students in our classrooms are making adequate progress toward attaining standards. It helps us determine what services our students need in order to gain access to the core curriculum and to succeed in the classroom.

Ensuring that assessment information is meaningful and useful requires more than picking the best test available. It entails creating a well-thought-out assessment plan. Figure 2 sets out a four-phase assessment cycle that is the heart of the assessment process proposed in the Scenarios for creating sound assessment plans.

The first phase of the process, **Planning Assessments**, is perhaps the most critical since well-thought out plans offer teachers a better chance of actually implementing their assessment ideas. Planning activities can include, for example, setting out timelines for incorporating a variety of assessment tools across a period of instruction. Another key activity is determining the focus of instruction and selecting appropriate materials and instructional strategies to assist students in achieving those objectives.

The second phase, **Collecting and Recording Information**, centers on implementing the plan. During this phase, students complete tasks, take tests, and engage in a variety of activities. The teacher's role is to document student performances by collecting and recording information about those performances. This could entail observing students and recording those observations via anecdotal records or an observation rating sheet or collecting a variety of student writing.

In the third phase, **Analyzing and Interpreting Assessment Information**, teachers process the information collected. They may score student essays using a rating scale or judge a performance against a checklist. They may interpret scores from a variety of tests to discern patterns of achievement, both for individuals as well as for groups of students. Teachers may also engage other members of the classroom community in carrying out these kinds of activities. For example, student peers may rate other students' performances in an activity, such as a debate, or review one another's writing in peer editing sessions.

The last phase, **Using Information for Reporting and Decision Making**, reminds us that we don't collect assessment information just because testing is part of what we do. We collect assessment information to do something with it, to fulfill a purpose for assessment articulated in the first phase of the assessment cycle when we plan the lesson and envision how we can engage our students in classroom activities to deepen their learning. One purpose for assessment may be to examine the effectiveness of instruction. Teachers may use information about student learning to sharpen their lesson plans or to reteach segments that students may not yet have mastered. Phase four activities also include reporting out assessment information to members of the school community—other teachers, parents, supervisors, and the students themselves.

The Scenarios

The heart of the document consists of a series of scenarios that translate the framework for assessment into practice. Assessment ideas for each ESL standard are provided within the context of classrooms serving English language learners. These classroom assessment "stories" span the K-12 grade levels, each offering a glimpse of how a teacher might approach the task of assessing student progress toward specific instructional objectives tied to standards. The intent is to provide educators with ideas to spark innovation rather than to be a recipe book for imitation. Assessment activities are embedded within the four-phase assessment cycle in order to highlight the purposefulness of assessment practices within an assessment plan. To give you a sense of what these assessment stories are like, the following are some examples of assessment activities and tools drawn from one of the elementary level scenarios.

This scenario takes place in a second grade bilingual classroom. Most students are at the intermediate level of English language proficiency and both English and Spanish are the languages of instruction. The teacher, Ms. Hurtado, is a native speaker of Spanish, and learned English after moving to the United States from Mexico as a teenager. The standard addressed is Goal 1, Standard 2: *To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.* In this scenario, the focus for instruction is on reading and oral communication.

For this lesson, Ms. Hurtado has identified several English language objectives from her district to guide her planning of instruction and assessment for a unit that will continue all year. Among other things, she wants her students to be able to:

- talk with peers about their favorite books and characters;
- ask questions of peers and adults about books and library procedures; and
- present information to the whole class about a favorite book.

She will utilize weekly visits to the library to help students achieve these objectives over time. She has divided the class into four heterogeneous groups so that students have an opportunity to talk about books in small groups. Among the activities she envisions at the library, students will look for books to check out, and they will occasionally listen to the librarian read a story. Parents will also be invited to read stories in Spanish and English. Every month, students will share their books with the whole class in a book talk. To facilitate implementation of these ideas, Ms. Hurtado has created a monthly plan for the library visits. The following figure shows her plan for collecting data to document student progress toward the instructional objectives.

Ms. Hurtado can use this plan to keep track of student progress throughout the year as she collects assessment data utilizing several collecting and recording tools. For example, she writes *anecdotal records* during the weekly library visits on a clipboard. Note that according to the plan, she only observes one of the four groups each week during the month. In this way, students are monitored on a regular basis, yet Ms. Hurtado has a workload that is realistic and doable. She reviews these records monthly and transfers information from them to a more formal checklist. For another collecting and recording tool, Ms. Hurtado and the class have designed a *classroom checklist* that embodies class-generated criteria for an excellent book talk. As students present their book talks to the class, Ms. Hurtado fills out one of these checklists and includes it in the monthly records for each student.

Ms. Hurtado reviews her anecdotal records and other assessment data on a regular basis to note progress for each student and discern specific skills that may be needed by all or many students. If she finds, for example, that a number of students are struggling to give reasons when starting a sentence such as "I like this book because...", she can design a mini lesson to address this skill.

Ms. Hurtado shares assessment information with a range of stakeholders at her school. She makes sure parents and students are up to date on their progress. She shares results with other teachers, for example, the reading specialist, if extra assistance or enrichment is needed. Her assessment data also guide her in deciding whether or not a specific lesson or activity has been effective or if it needs to be modified or retaught. It is useful to remember that while assessment data help us monitor student progress, they can also provide us with insight into the effectiveness of our teaching.

Conclusion

This scenario illustrates how well planned assessment practices can be woven into classroom instructional activities to help us collect information useful for decision making, not only within the classroom but at all levels of schooling. Teachers must carefully consider the steps they can take to ensure that their students develop the skills and knowledge necessary for success in school. As teachers learn a variety of assessment approaches and design plans for collecting information about student performances, they become better able to gauge their students' progress throughout the school year. Ongoing assessment in the classroom can provide information that will assist us in making decisions about instruction that will improve our students' educational opportunities and provide us with meaningful documentation of what students know and can do. ○

Anne Katz led the team that developed the assessment guidelines in conjunction with the ESL Standards project. As a Senior Research Associate for ARC Associates in Oakland, CA, she has worked on a variety of research and evaluation projects connected with the education of linguistically and culturally diverse students. Formerly, she taught ESL in Brazil and the US.

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Multiple Paths to Literacy Lead Educators at Davis to Re-think Assessment

BY: ELIZABETH ARNOT-HOPFFER, DAVIS BILINGUAL MAGNET SCHOOL, TUCSON, AZ AND PATRICK H. SMITH, UNIVERSIDAD DE LAS AMERICAS, PUEBLA, MEXICO

"The Davis community has raised test scores because it is not in the business of raising test scores. Rather, the greatest pride comes from raising bilingual and biliterate children, fully capable of understanding the world and confident of their place in it."

Following decades of one-size-fits-all schooling for language minority children, educators at Davis Bilingual Magnet School in Tucson, Arizona have embraced dual language education as most appropriate for meeting the cognitive and linguistic needs of students. Since 1993, successful dual language instruction at Davis has meant rejecting the idea of standardization of children, teachers, curriculum, communities, families, and of a single path to biliteracy. More recently, it has also meant examining the wisdom of state mandated standardized testing for children as young as first grade. It means practicing a wholesale commitment to additive bilingual education through school-designed programs that—like language—are ever evolving.

The School's History

This was not always the case. Founded in 1901 in the heart of one of Tucson's oldest Mexican American *barrios*, Davis has served families of *Barrio Anita* and surrounding neighborhoods, most of whom have been speakers of minority languages: mainly Spanish, but also Chinese, Tohono O'odham, and Yaqui. Despite the multilingual nature of the population—and in keeping with Arizona law—Davis was a monolingual English school for the first eight decades of its existence. It was also one of the poorest schools in Tucson. Not surprisingly, the dropout and failure rates at Davis far exceeded those at wealthier, European-American-dominated schools, in which children were allowed to study in their first language. In 1981, in response to a federal desegregation lawsuit, Davis became a bilingual magnet school, attended by children of neighborhood families and ethnic majority children from other parts of Tucson. *Barrio* students, who make up about 35% of the student population, are mostly from Spanish-dominant homes, although almost all begin school with considerable knowledge of English and Spanish. Magnet students constitute approximately 65% of the student population, and most begin school as monolingual or dominant speakers of English. About 70% of the school's 230 students are of Latino heritage, approximately 20% are European-American, 6% are African-American, and 4% are of Native American heritage. The largest single group of students at Davis is comprised of third and fourth generation Mexican-Americans, many of whose families have chosen the school's dual language program hoping their children will regain Spanish and revitalize their Latino heritage. About half of the students qualify for free- or reduced-school lunch programs.

> *Because at Davis teachers are in the business of raising children, not test scores, we asked teachers to reflect on why they think the dual language program at Davis is so successful.*

The Davis faculty consists of 12 classroom teachers: two per grade level plus two subject area specialists for art and music. With support from federal desegregation funds, there are also full-time instructional aides in each classroom, as well as a full-time exceptional education teacher, librarian, curriculum specialist, and counselor on staff. All faculty, staff, and administration are bilingual and 71% of the classroom teachers hold an MA degree or higher. Three are currently enrolled in doctoral programs. Most have taken academic courses in both languages and 65% have taught in a dual language program for more than five years, meaning that the Davis faculty is unusually well-trained and experienced even for a dual language program (Smith, 2000). Like most magnet schools, the student body and faculty are quite stable.

El Programa de Inmersión en Dos Idiomas: Dual Language Education at Davis

Between 1981 and 1993, a maintenance bilingual education program was in place at Davis in which teachers were expected to use Spanish as a vehicle for instruction 50% of the time and English 50% of the time. By the mid 1980s Davis parents and teachers began to question this model as it became obvious that students who entered the program dominant in Spanish exited in fifth grade bilingual and biliterate, but that students who entered the program dominant in English made less progress toward becoming productive bilinguals, although most could understand Spanish quite well (Brittain, 1991).

During the 1993-94 academic year, the school decided to implement a new model, currently referred to as the Dual Language Immersion program, "*El Programa de Inmersión en Dos Idiomas*." At Davis, all students, regardless of language background, receive instruction exclusively through Spanish during their first two years (K-1), with an increase in English as the language of instruction in subsequent years, but without exceeding a ratio of 70% Spanish and 30% English, as shown in Table 1.

Table 1.
Distribution of Minority and Majority Languages of Instruction

GRADE	DAVIS DL PROGRAM
K	100-0
1	100-0
2	85-15
3	70-30
4	70-30
5	70-30

As in most U.S. public schools, students and teachers at Davis work in the context of increased public demand for accountability, associated with high scores on standardized measures of academic achievement. Although many Davis educators are critical of the validity of standardized measures for minority students, and for second language learners in particular, they recognize that continued parental and district support for the DL program is at least partially contingent on high test scores. In 1999 the first generation of Davis students to complete kindergarten through fifth grade under the dual language model scored at or above the district and national averages in all categories of the Stanford 9 standardized achievement test (Moll & Gonzalez, 2000). And 100% of Davis third graders met or exceeded the state standard in English reading on the *Arizona Instrument for Measuring Standards* (AIMS) in the spring of 2000, despite receiving most of their schooling in Spanish.

Success on standardized measures presents an interesting situation for Davis educators who do not believe in them. For example, this spring teachers supported parents of first grade-students who opted to keep their children home from school rather than have them take the *Stanford 9 Achievement Test*. Yet, as several teachers have observed, even though test results indicate that instruction at the school is generally very effective, this is of little benefit for planning. Because at Davis School teachers are in the business of raising children, not test scores, we asked teachers to reflect on why they think the dual language program at Davis is successful.

Las Maestras: Some Implications for Successful Practice

The teachers with whom we met talked specifically about the following indicators of success in the DL program at Davis (See also Arnot-Hopffer et al., 2001):

- Recognition that Spanish and English are not socially equal, accompanied by pedagogy that privileges Spanish (see program model above)
- Successful efforts to raise the status of Spanish, the minority language at Davis
- Close links with Spanish-speakers and Latino culture in Tucson
- Collegiality among faculty
- Commitment to biliteracy for all students
- Small school and class size
- Parental involvement that contributes to a strong school "family"

Las Voces de los Estudiantes: Davis Students Share Their Success

We have also gained important insights by listening to students who are learning in this dual language program. We learned that children who feel confident enough to take risks gain greater access to their second language. We also learned that students as young as second grade are keenly aware of their own second language proficiency and biliteracy, as well as the proficiency of their classmates. We observed that, given the opportunity to explain their personal theories, students demonstrated knowledge of orthographic conventions so valued by schools, as well as differences in phonological, syntactic, and metalinguistic form (Arnot-Hopffer & Smith, 2001).

Listening closely to the voices of students has helped us to understand that multiple paths to biliteracy exist, rather than a single path that all children must follow. An important lesson to remember when considering curriculum and reading programs that promise uniform progress, is the understanding that there are multiple paths to biliteracy. This helps Davis teachers provide students with multiple ways to demonstrate success in the dual language program.

By listening to students, we have also learned that development of second language literacy is most sensibly viewed as a process that necessarily takes place over time. To use the metaphor of a foot race, becoming a highly proficient reader and writer in one's second language is more like a marathon than a sprint. Because our ultimate goal is to help learners become confident and eventually academically competent reader/writers in their second language, we need to question the wisdom of evaluative measures that demand students show uniform early competence. The challenge for DL teachers, then, is to look at all students as capable of long-term success in becoming biliterate. Listening to students helps Davis teachers provide the conditions to achieve this goal.

Lessons Learned

Today, after two decades of bilingual schooling in which all children study content via both Spanish and English, Davis Bilingual Magnet School is recognized locally as "a national treasure" (Brittain, 1999), an example of what bilingual education programs can achieve given adequate human and financial resources. Embedded in a culturally and linguistically rich *ambiente* in which children and adults nurture each other, and a sense of community is readily apparent, Davis families, students, and educators continue to learn language through social interactions that transcend classroom limits (Poveda, 2000). Recognizing the lower status of minority languages outside the school, the community privileges Spanish as part of the collective effort to promote second language acquisition for all students.

In this supportive environment, Davis students do well on standardized tests. However, because the Davis community understands the difference between real learning and preparing children to take tests and because it is a community in which colleagues, parents, and administrators will not allow highly motivated, well prepared bilingual teachers to become mere test-preparation technicians—high test scores are regarded as *icing on the cake*. Or, as a fourth-grade student put it, *"la salsa en la tostada."* The Davis community has raised test scores because it is not in the business of raising test scores. Rather, the greatest pride comes from raising bilingual and biliterate children fully capable of understanding the world and confident of their place in it. ❍

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Bilingual References

Assessment and Best Practices

Educational Regional Lab Resources

***Balancing Local Assessment with Statewide Testing: Building a Program That Meets Students Needs*, written by Stanley Rabinowitz and Sri Ananda.**
This knowledge brief delineates the role of local assessment in the multitude of statewide, high-stakes assessment. Eight steps that ensure the most efficient and effective implementation of local assessments are presented. For more information about this knowledge brief, contact WestEd by: visiting their Web site at **WestEd.org**; calling 415-565-3000 or 1-877-4WestEd; or writing to 730 Harrison Street, San Francisco, CA 94107-1242.

***Eight Questions You Should Ask Before Implementing Standards-Based Education at the Local Level* written by Robert J. Marzano.**
This publication outlines important considerations for state-level education policy makers, district administrators and teachers responsible for helping design and implement academic standards. This eight-page photocopied document is both a practical and a thought-provoking outline to the standards-writing and implementation process. Available online in PDF and Text formats. Hard copies available for $5.00 (includes shipping and handling) by contacting McREL at 303-337-0990 or info@mcrel.org

***Making Assessment Work for Everyone: How to Build on Student Strengths* written by Patricia Kusimo, Melissa G. Ritter, Kathleen Busick, Chris Ferguson, Elise Trumbull, and Guillermo Solano-Flores.**
This publication contains eight sections; each provides information, suggestions, and opportunities to try out key ideas. In addition, there are activities to use with students and reflective exercises. Brief vignettes bring to life the challenges of equitable assessment and enable readers to look over the shoulders of educators who have developed strategies and tips for success. This book is intended to be helpful both to individual readers and for use as part of a professional development program. It may be downloaded at: **http://www.sedl.org/pubs/tl05**. For a $20.00 print copy, contact SEDL at 1-800-476-6861 or **http://www.sedl.org/pubs/catalog/items/tl05.html**

The Department of Education's Office for Civil Rights has released ***The Use of Tests When Making High-Stakes Decisions for Students***, a resource guide for educators and policy-makers on the issue of tests as part of high-stakes decision-making for students. It provides instructions on how to provide tests for special needs students with legal rights, such as students with disabilities or limited English proficiency. The guidance is available by calling the Office for Civil Rights at 1-800-421-3481 or on their web page, **www.ed.gov/offices/OCR**.

http://research.cse.ucla.edu/
Reports and publications from ALL national Research and Development Centers funded through the U.S. Department of Education, Office of Educational Research and Improvement are now accessible through this website.

***The Role of Classroom Assessment in Teaching and Learning* written by Lorrie A. Shepard, University of Colorado—Boulder.** This report develops a framework for understanding a reformed view of assessment, where assessment plays an integral role in teaching and learning. The author explains how classroom assessment practices must be transformed in two ways: in the content and character of assessment and in the gathering, use, and view of assessment information. This report is available for $8.80 by contacting credepubs@cal.org or calling 202-362-0700.

An Analysis of State Policies for the Inclusion and Accomodation of English Language Learners in State Assessment Programs during 1998-1999.
Rivera, Stansfield, Scialdone, and Sharkey's Report (2000)describes and analyzes state inclusion and accomodation policies for limited English proficient students two years prior to the deadline for the implementation of the requirements established under the Improving America's Schools Act. This act stressed the necessity for all states to establish standard-based tested sytems and to include LEP students in those systems. The study was funded by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), a division of the U.S. Department of Education. Copies of the report may be ordered from the Center for Equity and Excellence in Education ($18, includes shipping). Contact terry Hunter at (703) 528-3588 or thunter@ceee.gwu.edu to order.

Assessment Issues and Other Considerations in Serving LEP, Poor, and Other Historically Underrepresented Students in Gifted Education: A Case Study

By Jaime Castellano, School District of Palm Beach County, Florida

The reasons for under-representation of certain student groups from gifted education are well documented. Under-representation persists despite the fact that gifted children can be found in every racial, ethnic, economic, and linguistic group (Stephens & Karnes, 2000; Castellano, 1998). The identification of gifted characteristics, and criteria used to identify and evaluate student potential, lies at the bottom of the problem. This problem is most evident in the assessment phase of students enrolled in programs educating the gifted and talented. During the early years of gifted programs, the majority of participants consisted of White students who attained the needed IQ score that assured their entrance and subsequent participation. IQ scores continue to serve as an exclusionary measure shutting out large percentages of the poor, and other culturally and linguistically diverse students. Ultimately this practice exacerbates issues of inequity and often eliminates any opportunity of gifted placement for many of these students.

In January of 1999, the District's Department of Exceptional Student Education submitted a report to the School Board of Palm Beach County, Florida entitled, *Equity and Excellence: Nurturing and Developing Academic Talent in All Students*. The plan addressed the concerns found in a complaint issued by the United States Department for Civil Rights, and the recommendations included were ones that resulted from a comprehensive review and evaluation of the district's gifted program by a renowned group of gifted education experts. The directive was clear: to identify, evaluate, and serve historically underrepresented students in gifted education. For Palm Beach County this meant African-American, Hispanic, Haitian, LEP, and those students eligible for free and reduced lunch. An organized effort by the school district to address these issues was under way.

To this end, each of the district's five executive directors selected two elementary schools from each of their geographic areas to serve as Pilot Schools for gifted education. Pilot Schools were selected on the basis of high numbers of poor and minority students. In addition, selected schools had a history of low-test performance, high percentage of at-risk students, high mobility rates, and high teacher turnover. All are further classified as Title I schools. Table 1 identifies each of the schools by area, ethnicity, percentage of LEP students, and percentage of students receiving free or reduced lunch.

Table 1. Gifted Education Program Pilot Schools: 1999-2000

Schools	% African American	% Hispanic	% LEP	% Low SES Free/Reduced Lunch
Area 1				
Plumosa	45.19%	15.01%	18.90%	66.72%
Forest Park	56.71%	10.53%	32.70%	71.86%
Area 2				
Rolling Green	52.64%	28.28%	43.60%	82.94%
Barton	60.47%	28.51%	46.50%	90.59%
Area 3				
Palmetto	9.53%	67.73%	52.10%	84.11%
Westward	80.17%	5.91%	17.60%	81.71%
Area 4				
Pahokee	72.15%	24.88%	18.90%	94.92%
Rosenwald	69.56%	28.32%	14.90%	94.56%
Area 5				
Lake Park	76.26%	3.65%	29.90%	89.02%
West Riviera	92.55%	2.63%	7.70%	83.73%

Table 2. Plan B Matrix for Pilot Schools

Test Scores	3 Points	4 Points	5 Points
Reading Achievement	60-77	78-89	90-99
Math Achievement	60-77	78-89	90-99
Gifted Behavioral Checklist	2.5 to 3.4	3.5 to 4.4	4.5 to 5.0
Classroom Performance (Avg. of last 4 Quarters)			
Reading Grade	C(S)	B(VS)	A(E)
Math Grade	C(S)	B(VS)	A(E)
IQ Test by a Licensed Psychologist	114-118	119-123	124 - Above
TOTALS			

Table 3. Otis-Lennon School Abilities Test: Administered in Pilot Schools (K-2)

Pilot School	1998-1999 Screening: (K-5)	2000 OLSAT Screening: (K-2)
Forest Park	13	116
Plumosa	16	124
Barton	17	64
Rolling Green	6	75
Palmetto	27	136
Westward	18	83
Pahokee	19	28
Rosenwald	12	71
Lake Park	14	75
West Riviera	20	130

Assessment Considerations

The District was legally required to use the matrix in Table 2 as per their *Special Programs and Procedures Manual for Exceptional Students*, which has been in effect since 1995. However, one change was made. Students of participating Pilot Schools who had scored 21 points, prior to the administration of an IQ test, were determined eligible for the school's **new** gifted program, and thus exempt from the IQ testing experience. Components of the Plan B Matrix for students enrolled in the Pilot Schools are listed in Table 2.

Prior to using the matrix for eligibility purposes every student in grades K-2 of the pilot schools was screened with the *Otis-Lennon School Abilities Test* (OLSAT). The idea was to develop a talent pool of students for further evaluation. The OLSAT does have its critics; however, the commitment to purchase this instrument had been made. The *Ravens Standard Matrices*, a non-verbal measure of cognitive ability, was administered to LEP students. The screening accomplished its goal of identifying a talent pool (see Table 3) by using a standard score of 100 on any of the OLSAT subtests, or a score of 90% on the Ravens. The evidence in Table 3 clearly shows a dramatic difference when results were compared to the previous year when no screening instrument was administered.

Qualitatively different instruction refers to those learning experiences that reflect the development of critical and creative thinking skills, content acceleration, and affective education.

Students that made it through the screening were further evaluated with the math and reading subtests (22-25) of the *Woodcock-Johnson Tests of Achievement*, or the *Kaufman Test of Educational Achievement* (K-TEA). The results (percentile ranks) were then placed accordingly on the matrix, and the respective number of points was awarded. The gifted characteristics checklist used was one specific to historically underrepresented students. The calculated score received after having added the totals and dividing it by the total number of items checked determined its place on the matrix. If the characteristic was deemed unobservable, it was not calculated in the total.

Deltas (Concerns)

The adjustments made to the matrix for the Pilot Schools did, in fact, increase the number of students eligible for gifted education. However, many issues were discussed, debated, and scrutinized throughout the planning, preparation, and implementation of the Pilot School program. For example:

1. Arguably, the *Otis-Lennon School Abilities Test* (OLSAT) is not considered by many to be an appropriate screening instrument to identify potential candidates from poor, minority, and other culturally and linguistically diverse student populations for gifted education. Furthermore, many of the testing coordinators indicated the importance of having additional adults present during the actual testing of kindergarten, first, and second grade students, as they are not well versed in taking standardized tests. Nonetheless, as seen in Table 3, it did provide each school with a substantial talent pool of students to further consider.
2. The *Ravens Standard Matrices* was administered to kindergarten students who were identified as possible candidates and who were also limited English proficient (LEP). This practice was contrary to the information found in the test administration manual. As a result, many kindergarten students were eliminated for consideration.
3. Communication between teachers who share LEP students, in most cases between the ESOL and regular education teacher, was inconsistent in some of the Pilot Schools. If the student's ESOL teacher made a nomination, they were re-

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sponsible for completing the appropriate gifted characteristics checklist. In some instances, the regular (all-English) education teacher did not agree and the result was altered, thus potentially affecting the matrix score.

Curriculum and Instruction

To meet the special needs of students enrolled in the pilot program model, qualitatively different instruction was planned. Qualitatively different instruction refers to those learning experiences that reflect the development of critical and creative thinking skills, content acceleration, and affective education. Mere quantity of work is not desired. Additionally, four major variables were emphasized:

1. **Basic Emphasis:** A gifted student's ability to master course content with ease is one consideration in placing the student at an appropriate instructional level. Within each grade, a student is encouraged to master course content at an accelerated pace that is appropriate for that student. Grade level and/or subject matter acceleration may be a component of a gifted student's program when appropriate.
2. **Cognitive Emphasis:** This component stresses the critical thinking skills. Analysis is the breaking down of information into its elements, determining relationships, seeing interactions. Synthesis is the putting together of elements and parts to form a structure. This can include a communication, a production of a plan, a set of abstract relations, or a production of a product. Evaluation includes making quantitative and qualitative judgments using standards of appraisal.
3. **Creative Emphasis:** This component stresses variety, different approaches, imagination, and unique ideas. Fluency, flexibility, originality, elaboration, and divergent thinking are components commonly associated with creativity.
4. **Affective Emphasis:** Affective education is concerned with the personal development of the students through which the individual can gain insight into the most appropriate way to think and act in various situations. Emotional growth, social justice, aesthetic awareness, and conceptual moral growth are all parts of the affective emphasis.

These variables were woven into the students' yearly program to varying degrees. There may be lessons when one area is emphasized, but generally, the variables are correlated into a comprehensive program.

> *One of the primary objectives of a parent involvement program is to encourge involvement by providing opportunities for active involvement.*

Program Model

Program models to meet the needs of gifted students can be as varied as a district's creativity allows them to be. There are both full-time and part-time models to consider, each with its own set of advantages and disadvantages. Important considerations in choosing a delivery model include funding, total number of participating students, space, personnel, and a commitment to meeting their specialized needs.

The gifted education program model used in the pilot schools was the resource room model. It was chosen because of considering the criteria stated above and serves students who have not been served in existing gifted programs. The pilot program model addresses specific academic strengths and provides an opportunity for students to work part-time with their academic peers and may include multi-age grouping. Enrichment and acceleration are provided for gifted resource room students to support their curriculum program.

Professional Development and Training

The goals of the teacher-training component were to develop and enhance teacher characteristics conducive to the learning to be done by the gifted and to foster the understanding and preparedness or skill level not necessarily synonymous with giftedness, especially as our target student populations are those that have been historically excluded.

Teachers of the pilot schools received a full complement of training opportunities. Teachers of the gifted serving students in other program delivery models did so, as well. For example, resource room teachers attended a full day of training that focused on strategies, scheduling students, and the state and district policies.

Another training was specific to implementing the resource room model with gifted students. On a larger scale, for each of the past two summers, a five-day summer institute was offered that covered an array of issues in gifted education. Gifted courses for achieving Florida endorsement in gifted education have been offered for the past three years. At the completion of the 2001 school year, over 200 teachers had completed classes leading to gifted endorsement, and approximately 40 of the teachers are from the pilot schools. The district provides continued assistance to the pilot schools in the screening and evaluation process. District staff also works with the Exceptional Student Education (ESE) contact at each school in the administration of achievement tests. They assist the teachers of gifted in the planning and scheduling of students for instruction. Meetings and periodic training was also held with principals, area resource teachers, psychologists and school contact personnel.

Parent Involvement

The gifted education program of any school district has a responsibility of sharing with parents' information that is important to the overall development of their children. Information can be shared through written correspondence or by convening meetings. Whatever the form, it is imperative that the communication be in the native language of the parents. One of the primary objectives of a parent involvement program is to encourage involvement by providing opportunities for active participation. For example, they can assist with the development of a parent handbook or brochure, in Spanish, to help other parents in nurturing gifted potential at home.

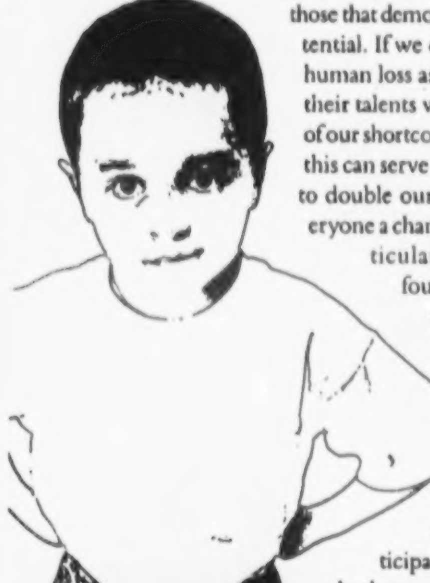
As part of Palm Beach County's commitment to include, more historically underrepresented students in gifted education a brochure and letter outlining procedures for nomination, screening, and eligibility was sent to all parents of students in kindergarten through the eighth grade (100,000). The brochure and letter were translated in Spanish, Creole, and Portuguese. As a result, the district's gifted education administrative team fielded phone calls and other correspondences conducted or sent in other languages, in record numbers.

Table 4. Students Identified for Gifted Education Program by Pilot School
(as of April 2001)

School	Total
Forest Park Elementary*	0
Plumosa Elementary	21
Barton Elementary	50
Rolling Green	40
Palmetto	100
Westward	38
Pahokee	32
Rosenwald	12
Lake Park	31
West Riviera	67
Totals	391

*Forest Park Elementary was dropped as a pilot school midway through the year

The Bottom Line



The process for admission into a program for the gifted is a complex task, at best. Across the country theories, approaches, guidelines, and plans vary, but as more students who are poor, minority, and culturally and linguistically diverse enter our schools, it is imperative to have programs in place to identify and educate our most gifted, and/or those that demonstrate the strongest potential. If we don't, the personal and human loss as so many fail to realize their talents will be a sad indictment of our shortcomings as educators. Yet, this can serve as the impetus we need to double our efforts to provide everyone a chance to excel. This is particularly true for students found in our most poverty stricken and economically disadvantaged communities, such as those found in the pilot schools.

Most of the students found in the participating pilot schools share a background that is in vast contrast to those White, middle or upper-middle class students. This does not necessarily mean that they are not eligible for public school programs serving gifted students. We have proven that in our efforts to include more underrepresented students in our own gifted programs. The numbers in Table 4 demonstrate that our hard work and commitment to equity and access paid off. Over 391 students have gone through a comprehensive nomination, screening, and testing process to become eligible for gifted education. It is very likely that these students would have never had the opportunity if not for the decision to impact those participating schools. In the process, the pilot gifted programs have transformed the schools themselves, moving from the stereotype of having students who cannot learn, to one with a program that offers hope and encouragement to their most able students.

Summary

It is often said that youth is the greatest natural resource of a great nation. Through the gifted program, the preparation of youth as productive citizens and critical thinkers ensures that the future of the country is in good hands. Times are also changing. Educators are beginning to realize that the collaboration and promotion of inclusionary identification practices in gifted education, results in a win-win situation. What other program is best suited to represent diversity in terms of intelligence, language, and ethnicity than gifted education? ○

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Living Global Lessons

Sharing Stories that Reach Across the Divide

By Michele Meyers, Beechview Elementary School; Norma Jean Sass, Beechview Elementary School; and Barbara Cherem, Director-Farmington Public Schools, MA

Four years ago Beechview Elementary was home to a newcomer center. This newcomer center included twelve children new to the United States who among them spoke nine different languages, none of which was English. These *newcomer* children were in grades three through five and were bussed to Beechview from other schools in the district. They were to remain in this program for one year, before returning to their home school. Although we had attempted to serve newcomers in an isolated program, two main concerns soon became evident:

1. How to provide more positive language models for the newcomer children (English learners) and
2. How to spread the vast cultural knowledge from the newcomer students throughout the school.

The Question Soon Arose: How Do We Do This Better?

Through an examination of some of the research on multiage and bilingual education, we knew about the great promise for multiage groupings. Academic growth of students in this type of programs had been documented in earlier research (Anderson and Pavan, 1993) as producing equal or better results than in same grade classrooms. Research on student affect from multiage programs was even more supportive, showing greater positive attitudes from students in this type of environment. In addition, the practice of looping—in which students remain with a teacher for two years—had shown many benefits to students. Two major benefits are: teachers, students and parents build strong relationships, and teachers start the year knowing children's strengths (*Education Update*, March, 1998). Furthermore, the research from bilingual education notes that children need strong English speaking models as well as native language speakers to make the most academic and language gains. Based on this research, the idea emerged to develop a program, which combined English-speaking students with non-English speaking students in a multiage classroom.

We discovered that much was needed to get a multiage program off the ground, let alone to add zero-English students. Considering both multiage research and bilingual research, we forged a novel program, which considered many elements. Factors we considered for a successful program were:

- staffing
- scheduling
- collaborative planning time
- staff training
- parent communication and information
- physical space

As we examined staffing, we decided that the program would be co-taught by two teachers, one having a bilingual endorsement. They would also have the added support of a bilingual para-professional. Collaboration and cooperation between the teachers became essential; soon the teachers knew they needed to volunteer to work with one another. Joint planning time and similar philosophies were also required. Staff development and visitations to multiage classrooms helped to shape the vision.

Parental communication and information became essential because we were offering the program as a choice option. Parents had the opportunity to attend a meeting about the multiage/multicultural classroom to determine the suitability of the program for their child. Only students of parents who were highly interested in the program were accepted. Such interest contributed to the success of the program, as the parents were actively involved and supportive.

In keeping with the multiage philosophy, a heterogeneous grouping of children was preferred. Another needed aspect was student balance. Balance was needed between the grades and between English and non-English speaking students:

1. Two-thirds English-speaking and one-third zero-English speakers, and
2. Approximately half of the class being fourth graders and half-fifth graders.
3. Total class size is typically 36 students.

This mix of students can result in benefits for both English learners and English Speakers. The English learners have many English speaking and cultural models. The English speakers gain a global perspective and knowledge of a variety of cultures. The life skills of caring for others, celebrating diversity through a global community, and demonstrating self-confidence are all dominant distinctives of the program.

Although our three years of research lined up with the larger body of research related to academic gains, it was slightly better than what is currently reflected in the research. Beechview's multiage/multicultural fourth graders tended to make reading gains that exceeded other fourth graders, while this special program's fifth graders generally retained gains similar to other fifth graders. What was most dramatic were the many psychosocial aspects that far exceeded what the research had indicated. Data was collected for each of the three years of program implementation. Results from student surveys completed with project participants reflected a consistent difference in attitudes related to diversity and

TABLE 1. Beechview Student Survey Comparison
4th and 5th Grade Multiage Group Vs "Control"

	1998 - 1999		1999 - 2000		TOTAL Traditional classes "Control"	1997-1998	1998-1999	1999-2000	TOTAL Multiage/ Multicultural 97/98, 98/99, 99/00	
		Traditional	Classrooms	Control		Multiage/Multicultural Classes				
Survey Questions	4th Grade Strongly agree or agree N=16	5th Grade Strongly agree or agree N=13	4th Grade Strongly agree or agree N=10	5th Grade Strongly agree or agree N=13	Totals for two years 4th/5th N=52	Combined Multiage 4/5 grades N=31	Combined Multiage 4/5 grades N=29	Combined Multiage 4/5 grades N=32	Multiage totals for three years N=92	Difference
1. I enjoy coming to school each day.	9/16	6/13	5/10	3/13	23/52 = 44%	19/31	15/29	15/32	49/92 = 53%	+9%
2. I like my teachers	16/16	13/13	10/10	11/13	50/52 = 96%	30/31	29/29	28/32	87/92 = 95%	(-1%)
3. I like working with the other students in my classroom.	11/16	9/13	8/10	6/13	34/52 = 65%	26/31	20/29	25/32	71/92 = 77%	+12%
4. I feel comfortable working with students different from me. (e.g. boy/girl; German/American/Asian; older/younger)	11/16	11/13	5/10	5/13	32/52 = 62%	24/31	22/29	24/32	70/92 = 76%	+14%
5. I know a lot about other countries.	10/16	10/13	0/10	2/13	22/52 = 42%	14/31	20/29	16/32	50/92 = 54%	+12%
6. I like the way we learn in my classroom.	10/16	12/13	10/10	10/13	42/52 = 81%	22/31	22/29	24/32	68/92 = 74%	(-7%)
7. I like to play with new classmates as well as old friends.	12/16	11/13	8/10	12/13	43/52 = 83%	26/31	23/29	26/32	75/92 = 82%	(-1%)
8. I like to work with both boys and girls in cooperative group activities.	7/16	7/13	5/10	3/13	22/52 = 42%	17/31	14/29	20/32	51/92 = 55%	+13%
9. I am friends with people from countries around the world.	14/16	13/13	4/10	6/13	37/52 = 71%	29/31	27/29	29/32	85/92 = 92%	+21%
10. I play with all kids	6/16	12/13	4/10	4/13	26/52 = 50%	17/31	18/29	16/32	51/92 = 55%	+5%

cooperation when compared with attitudes of non-participating students (See Table 1).

Affirming Three Characteristics: Caring, Diversity, Self-Confidence

Teachers' anecdotal evidence further affirmed three areas that are the focus of this article: caring for others, celebrating diversity and building in self-confidence. Personal stories from the teachers that demonstrate all three characteristics follow.

Vera: Caring for Others

Vera arrived from Yugoslavia, where she had lived with her mom who was from Albania and her dad from Yugoslavia. Her mother came to the United States—with Vera's dad to follow shortly with the two daughters. "Shortly" turned out to be three years later. Vera had been separated from her mother for three years, living in a shelter for a part of that time. The reunion with her mother finally occurred although dad continued to be absent. Vera had little formal education, but we determined she saw much of war, abuse and neglect. All of these experiences are foreign to most Farmington children. Vera's needs were great; she had no English language and low social and academic skills. She quickly lost the initial hospitality of others by stealing and being generally annoying to others.

The multiage/multicultural classroom takes deliberate steps to integrate such a child. Teachers talk a lot about cooperation, being a family, and sharing personal stories, which provide a forum for the children to open up to telling their own stories. If you're going to build a community, children need an invitation to bring both artifact and "baggage" into the classroom community, their total selves, and not just their academic needs. Teachers encourage this personal link to academic content through studying cultures. Family member speakers who tell cultural background are commonly present, and perhaps more important, they tell personal stories. Such stories bring vividness and immediacy to what might otherwise be fantasies or literature.

It is difficult to know another's story and not be kind to them, to honor and respect their experience. There's great emphasis on helping one another. This occurs in a variety of ways but buddies are encouraged, as well as a concern for what each can do to help each other. Time to brainstorm ways to help and buddy with others is framed as a challenge and something that the children themselves take on as a fun project. Often there is a link of a newcomer through language needs to an English-speaking buddy, but the natural evolution of buddies happens to mutual gain. Often children find great satisfaction from their finding some novel way to explain something to another newcomer child. Genuine friendships are forged which both native English speaker and newcomer students truly enjoy.

Considering both multiage research and bilingual research, we forged a novel program.

At one point with Vera, the teachers had a classroom meeting and sat down and talked about Vera's harsh and unique experiences while Vera visited another room. Once students gained a greater understanding of Vera's background, compassion emerged from the 4th/5th graders. From then on, kids volunteered to be her partner, overlooked her annoying behaviors, and would often assist her on classroom directions and projects. The offshoot of this is that we have a happier Vera. Her behaviors have improved, and she smiles more often now. Her main helper last year was Amy, who used to be rather bossy and uncooperative. Now she volunteers to partner with Vera. So, growth in kindness has occurred for Amy, as well as the growth that's occurred for Vera.

Shota, a Newcomer's Arrival—Celebrating Diversity

Newcomer children enter the multiage/multicultural program when they arrive to this country and enroll in the Farmington School system's bilingual program. It was April, very late in the school year, when Shota stood in the hall, new to America and new to Beechview, looking very nervous and afraid. With Shota were the principal, the bilingual coordinator, Shota's parents, and as is often true of Japanese children, a liaison from the father's corporation. Once the children realize a new student has arrived, their excitement and curiosity are piqued, and they cheer when he enters the classroom. They immediately surround him and want him to be in their group, be his buddy, and have him join their work group. After the official announcement, we go around and introduce ourselves with our name and heritage. Hearing the array of varied backgrounds and witnessing the community in which their child is being welcomed seems to comfort the parents and the student. When Shota arrives for his first full day, Shota is met with a friendship circle—comprised of several students who help him with the daily routines, sit with him at lunch, and play with him at recess. Within one month, by the end of May, Shota felt comfortable enough that he desired to participate in an overnight camping trip.

Shota was able to begin his fifth grade year in the newcomer class because he started one month before last year's ending. He began this year when Japanese culture was in the spotlight and the Japanese mothers made sushi, taught origami, and dressed the children in kimonos. One of the paraprofessionals taught them a little Japanese and some of the geography of Japan. Many of the mothers help out in the media center, despite knowing little English. The school environment is most accepting of differences and celebrates diversity. The media specialist, for instance, has learned key Japanese phrases to facilitate working with the Japanese volunteer parents.

Another spotlight culture this year was that of Germany. As part of this thematic unit, German parents were invited to discuss the German way of life; food is always a part of the spotlighted culture. Shota visited a German restaurant and ordered his meal in German, as well as took part in writing and performing a play spoken all in German. This past year, teachers spotlighted the cultures of Albania, France, Iraq, Germany and Japan. Spanish is a part of the elementary curriculum for all fourth and fifth grade students.

Shannon – Building Self-confidence

Shannon entered the multiage/multi- cultural classroom in May as a 4th grader. She quickly established herself as an attendance problem after missing 47 days over her fourth grade year. Excuses ranged from stomachaches to mom keeping her at home. She was very shy and would never ask or answer a question. She looked nervous and would visibly shake, her voice quivering when she needed to ask the teacher a question. She was very dependent on one friend, and if the friend was absent, Shannon kept to herself and seemed very uncomfortable. Because of her late arrival to the newcomer class, she was allowed to enter the following year. By the following year—fifth grade—Shannon began to blossom; it was her year! She became a buddy to a student from Pakistan, Fatin, and a great friendship developed. Shannon enjoyed helping Fatin and had to ask questions on Fatin's behalf. Soon Shannon developed a certain confidence and took leadership on another person's behalf. Shannon became more comfortable in the classroom and her student-led goals became related to

"When you provide opportunities for children and adults to share stories, understanding and acceptance will follow." Roberto Chene (2000)

asking question and becoming more assertive in the classroom. From there, Shannon was better able to reach out to other girls in the classroom and develop more friendships. She would initiate sharing stories from her weekend and family trips. She took a lead performance in the school play and remained poised and confident in front of an all-school audience. Her attendance improved; tearfulness and discomfort disappeared and friendships were apparent. Shannon took a leadership role as a member of the school service squad. Now as a sixth grader, she returns on her own to visit with her former teachers, displaying unusual confidence—for a student who less than two years ago could barely speak in the school day. Her mother continues to report Shannon's continued success and involvement at the middle school.

Summary

Many benefits accrue to all students in this multiage/multicultural elementary program. English native speakers enjoy the helping-buddy relationships, the cross-cultural exposure and friendships, while fourth graders seem to benefit academically in reading. Older students seem to remain on par academically with peer's growth, while according to reports from teachers, newcomers seem to grow more under this condition. The newcomers have greater exposure to the English language and especially the nuances of oral language. Teachers think they know students better and parents are more appreciative of the cross-cultural learning and contributions they can make. All students value the social-emotional learning and friendships that come more naturally under this newer format.

Our two dominant concerns of providing more positive language models for newcomers and the spreading of the vast cultural knowledge throughout the school community have been addressed. Roberto Chene, nationally renowned diversity speaker, said recently when visiting Farmington Schools, that when you provide opportunities for children and adults to share stories, understanding and acceptance will follow. Getting to know one another in this way results in everyone leaving the experience enriched. ●

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ISSUES IN INDIGENEOUS BILINGUAL EDUCATION

Column Editor: Dr. Jon Reyhner, Northern Arizona University, AZ

Maintaining the Mother Language

BY W. SAKIESTEWA GILBERT, NORTHERN ARIZONA UNIVERSITY

The *Arizona Daily Sun* ran an article about the Flagstaff Unified School District implementing a bilingual magnet school starting next fall. This dual language program will start at the kindergarten level, with one class having Spanish and English speakers and the other Navajo and English speakers with the goal that the school will teach students whose native language is Spanish, Navajo or English. This got me to thinking about the proficiency level of the Navajo students in their first language, and I found that only about 10% of the Navajo students who are enrolled in the Flagstaff School District speak Navajo.

I believe that children who lack proficiency in their mother language who enter formal schooling are at a disadvantage because learning another language such as the English language is easier if students have first language skills that they can transfer over to the second language. My concern is with those students who are neither proficient in English nor their first language. Unfortunately, in many cases, these students can fall through the cracks of our educational system. What can we do to help build the child's first language? Whose responsibility is it? Is it the educational system or is it the responsibility of the home/community?

Navajo Language Attrition

A major concern among the Navajo is the fact that their children are not speaking their first (Diné) language. According to Agnes and Wayne Holm (1995), the Navajo language is seriously endangered as a child language. In his study, Paul Platero (1992) found that half of the children in Headstart programs on the Navajo Nation have been identified as monolingual speakers of the English language. Furthermore, Wayne Holm (1992), who conducted a similar study, argues the point that only 38% of the Navajo children had even a passive knowledge of the Navajo language.

Evangeline Parsons Yazzie (1994) further supports the fact that the main reason why Navajo children are shying away from speaking the Navajo language is because of what she calls the *"intergenerational"* mechanisms, which underlie the shift from Navajo to the English language. She found that Navajo children viewed Navajo as being a less prestigious language to speak. Unfortunately, most children, when spoken to in Navajo, are reluctant to respond back and used one-word answers or answered in English. James Crawford (1995) further states that for those school age Navajo students between the ages of 5-17, English-only speakers rose from 11.8% to 28.4%. Based upon these figures, he further states that the number of monolingual English speakers has more than doubled. With these alarming figures, one may ask if there is anything we could do to help maintain the Navajo language in schools?

> *"They must revert to the traditional ways of teaching language through the clan of the child's family."*

Similar findings of language loss among my Hopi people of Arizona have been a major concern. In 1997, the Hopi Tribe's Cultural Preservation Office conducted a survey to determine the current level of Hopi language proficiency among the adults and children living on the Hopi reservation. While the results revealed that everyone over the age of 60 was proficient in the Hopi language, only 8% between the ages of 2 and 19 indicated that they spoke the Hopi language and 80% indicated that English was the first language they learned to speak as a child in the home. Ninety-three percent indicated that English was the main language they spoke after they entered school. Although these statistics give us a clear indication that even among the Hopi people, the younger generation is not being taught their mother language, 90% of those surveyed indicated that the Hopi language should be taught in the home.

The Role of the Clan

I strongly feel that if the Hopi, like the Navajo, are to take serious consideration for maintaining the language, they must revert back to the traditional ways of teaching language through the clan of the child's family. One reason children are losing their mother language is that parents of this generation are themselves monolingual speakers of the English language. Ever since Indian children were taken to attend government boarding schools, parents in one way or another have been affected by forced assimilation into the dominant culture's ways of life, which included speaking English. Over time, the English-Only policy alienated them from their cultural roots. Being physically punished for speaking the Mother language was a common occurrence in most classrooms, which led to devaluing their own language and destroyed their self-concept and pride.

I vividly recall an incident in my early schooling when my friend and I were caught talking Hopi in class. Our punishment came in a form of having to place our hands on a table and having them hit with a ruler. Definitely, this occurrence got me to think about who I was and question the importance of my cultural identity and my Mother language. Although the physical mark has long since faded, an everlasting scar still exists deep within my heart.

Unfortunately, this "skipped" generation (our parents) has suffered the consequences, and is unable to pass the Mother language on to their own children. Furthermore, many of young children today are not taught their Mother language by their immediate parents. Instead, their grandparents teach them. Many children are sent to live with their grandparents so that they can learn the language and culture of the people. Yazzie (1995) states that one on the major reasons for loss of the Navajo language is the gap between parents who are Native speakers and their children who are not. This gap needs to be narrowed so that the younger generation of tomorrow will grow up to be bilingual and can, in turn, pass on the language to their own children. Thus, in some cases, we might have to rely on our grandparents to help restore and maintain the mother language among our young children. After all, education starts in the home.

Joshua Fishman (1991) states that we cannot "save" a language by teaching it more, or even more effectively. He further argues that if we are to reverse the current level of speakers of indigenous languages, then we must look for assistance from the home. Although the home is an excellent place to teach the Navajo language and culture, and if we as indigenous people are to maintain our language, I believe that the ultimate responsibility lies with the "clan" or the extended family.

Former president John F. Kennedy once said "ask not what your country can do for you, ask what you can do for your country." I challenge every person not to ask the question what's in it for me, but instead ask what he or she can do for the children? I am advocating that if languages of indigenous people such as the Navajo and Hopi are to survive into the next generations, we must take control of our own destiny. We must return our teaching of our language back to the traditional ways. We need to include the "grass-roots" people (grandparents and elders) in teaching the younger generation. The clans of the family are a necessity in maintaining the language. ◆

Note

There are a number of sources for good advice on how to keep indigenous languages alive. The Teaching Indigenous Languages web site at **http://jan.ucc.nau.edu/˜jar/TIL.html** has links to a variety of information, including the *Guidelines for Strengthening Indigenous Language.* adopted by the Assembly of Alaska Native Educators on February 6, 2001.

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Calling for a Stop In the Use of Native American Images and Nicknames as Sports Symbols

Washington, DC—On April 16, 2001, the U.S. Commission on Civil Rights issued a statement calling for an end to the use of Native American images and team names by non-Native schools. The Commission believes that such use is insensitive and should be avoided. In addition, some Native American and civil rights advocates maintain that these mascots [the use of such images] may violate anti-discrimination laws. They view the mascots and their performances, logos, and/or names as disrespectful and offensive to American Indians and others who are offended by such stereotyping, especially in light of the long history of forced assimilation that American Indian people have endured in this country.

The Commission further elaborated, noting that:

- "The stereotyping of minority groups—when promoted by our public educational institutions—teach all students that stereotyping is acceptable, a dangerous lesson in a diverse society. Schools have a responsibility to educate their students; they should not use their influence to perpetuate misrepresentations of any culture or people.".
- Even the use of symbols purported to be positive ones, are not accurate representations. These are romantic stereotypes that give a distorted view of the past. These false portrayals end up not being positive because they prevent non-Native Americans from understanding the true historical and cultural experiences of American Indians.

The statement concludes with the assertion that the fight to eliminate Indian nicknames and images is not trivial. The Commission continues to work to eliminate obstacles confronted by Native Americans: poverty, education, housing, and health. At the same time, it believes that the elimination of stereotypes will make room for education about real Indian people, current Native American issues, and the rich variety of American Indian cultures in our country.

To view and download the document, visit **http://www.usccr.gov** and select statements, then topic.

Paper on Assessment Presented at AERA Annual Meeting

Abstract

Charlene Rivera, The George Washington University-Center for Equity and Excellence in Education, and Charles Stansfield, Second Language Testing, Inc., presented the paper, "The Effects of Linguistic Simplification of Science Test Items on Performance of Limited English Proficient and Monolingual English-Speaking Students," at the Annual Meeting of the American Educational Research Association.

Rationale

The use of accomodations has been widely proposed as a means of including English language learners (ELLs) or limited English Proficient (LEP) students in state and district-wide assessments. However, very little experimental research has been done on specific accomodations to determine if they are a threat to score comparability and to determine their usefulness for LEP students.

Study Design

This study examined the effects of linguistic simplification of fourth and sixth grade science tests items on a state assessment. At each grade level, four experimental 10-item testlets were included on an operational sstate-wide assessment. Two testlets contained regular field test items, but in a linguistically simplified condition. The testlets were randomly assigned to LEP and non-LEP students through the spiraling of test booklets.

Results

For non-LEP students: In four t-Test analyses of the differences in means for each corresponding testlet, three of the mean score comparisons were not significantly different. The fourth showed the regular version to be slightly esier than the simplified language version of the assessment.

Other analyses, including ANOVA, followed by pairwise comparisions of the testlets, showed no significant differences in the scores of non-LEP students across the two item types.

Among the 40 items administered in both regular and simplified format, item difficulty did not vary consistently in favor of either format. Qualitative analysis of items that displayed significant differences in P values was not informative, since the differences were typically very small.

For LEP students, there was one significant difference in student means, and it favored the regular version. However, the LEP analyses lacked statistical power due tosmall sample sixe and the low reliability of the testlets for this sample.

Summary

The results of this study show that linguistic simplification is not helpful to non-LEP students who receive it. Therefore, the results provide evidence that linguistic simplification is not a threat to score comparability.

Other studies should now examine the issue of the usefulness of linguistic simplification for LEP students taking formal and high-stakes assessments in subject areas other than science. ●

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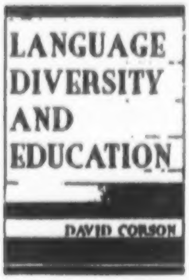
NABE NEWS BOOK REVIEWS

Column Editor: Dr. Beti Leone, Fresno Unified School District, Fresno, CA

Language Diversity and Education

REVIEW BY SANDRA ACOSTA, TREASURER, TEXAS ASSOCIATION FOR BILINGUAL EDUCATION, TX



Language Diversity and Education
Author: David Corson,
Ontario Institute for Studies in Education,
University of Toronto
ISBN 08058-3449 (2001)
253pp Paperback
Highly Recommended
Publisher: Laurence Erlbaum Associates,
Publishers (orders@erlbaum.com)

"For most everyday human purposes, power is exerted through verbal channels: Language is the vehicle for identifying, manipulating, and changing power relations between people." The central theme to Corson's latest book is the power of language as a cultural and social force and the challenge that language diversity brings to educational policy and practice. For example, he notes that the discourse norms that culturally different students bring to school are not valued and are often misunderstood by teachers "especially when the signs used by students are similar to familiar signs but carry different meanings." That is, the teacher and students may be speaking in the same language but do not share a common linguistic platform. While research may support communication among students as an integral component of the instructional process and oral language development, when the teacher's discourse pattern is the only acceptable model, then "teacher talk" monopolizes real class time, which translates into less time for "student talk".

Another example of unequal prestige is the deference to one language over another. Corson cites the 1996 study by Rebecca Freeman conducted at the Oyster Bilingual School in Washington, D.C. At the time, the school had an exemplary dual language program [that continues today]. As a community, it supported the philosophy of language-as-a-resource versus language-as-a-problem. Still, there was a difference between ideal and practice. The rule was that English-dominant teachers were to speak only in English and that Spanish-dominant teachers were to speak only in Spanish. Code switching occurred only among the Spanish-dominant teachers. Since the Spanish-dominant teachers also spoke English, and in Washington, D.C., English is the majority language, this minor infraction would be understandable given the circumstances. Yet it is significant since minority language erosion has been documented over a period of years in Canada for French speakers living in English speaking Canada even when the minority language had instructional support. Corson predicts a similar phenomenon in the United States. Interestingly no such erosion has been noted among Celtic speakers in England, to which he attributes the widespread support of the Celtic language outside of England in the larger Celtic-speaking community.

In the first and last chapters, Corson examines language research—starting from its origins rooted in positivist philosophy, including those theorists who have shaped its evolution, to current trends toward natural language and its contextualization, and including extra linguistic elements, and ethnographic communication. For each of these, he marks their impact on the field of applied linguistics. Two trends in particular caught my interest. The first was the effect on instructional practice and instructional delivery when researchers identify patterns and norms of English learning students in the course of their research. These patterns and norms create stereotypes, even in supportive environments, which are deleterious to communication in the classroom and to student progress. The second trend was the movement in research and applied linguistics, towards a more anthropological point of view. Thus, individuals are studied as microcosms of their families, of their communities, of their cultures. Ultimately each individual's personal language and the worldview it reflects, is a composite of those structures.

In the central chapters, the author identifies and discusses the major areas of language diversity: standard and non-standard varieties of language, different cultural discourse norms, bilingual and English as a Second Language (ESL) education, and discourse norms that vary by gender. The author makes a compelling argument for the relationship between language and social justice. He writes about *linguistic capital*, language games, the importance of critical literacy and the development of oral language in secondary students. Corson does not limit his review to research based on student learning; he examines also the systematic bias of institutions and individuals employed by them in favor of standard language as defined by its speakers, the middle class.

Using a textbook format, each chapter documents supporting research and ends with *Discussion Starter Questions*, which highlight key points. An extensive bibliography has been included. The writing style is clear, jargon-free, and concise. The author provides an extensive bibliography.

In the end, Corson concludes that, "activities of theory-building, research, and policy-making that ignore the voices of sectional interests can do a great deal of harm. Their distance from the reality of different worldviews—and from the many sign systems that grow out of different sociocultural conditions and interests—places a severely disabling constraint on what those activities can reveal or achieve. Their findings are inevitably distorted, which jeopardizes hopes for emancipatory reform."

A great read! ○

Sandra Acosta is an educator from Texas, where she has served as a bilingual teacher and administrator for many years. Sandra is also very activity with the Texas Association for Bilingual Education and on the local planning committee for NABE conferences held in Houston, Texas.

Easing the Rows to Hoe

The Presence of "de facto" Bilingual Education in Self-reported Cases of Second Language Acquisition

By Francisco Ramos and Stephen Krashen, California State University

> *"By the end of my first school year, I was among the top students. Of course, with my limited English, I had gone back two grades."*
> *De la Peña (1991, p. 19)*

One of the most frequently heard arguments against bilingual education is that many immigrants have done well without it. Some individual cases exemplifying this assertion were presented in De la Peña's book, *Democracy or Babel? The Case for Official English* (1991). In it, he describes the English acquisition processes of immigrants to the United States, contending that they learned English by being totally "immersed" in it, without bilingual education.

However, contrary to his assertions, De la Peña's book contains numerous examples that confirm the importance of the underlying principles of bilingual education and of the contributions of well developed primary language skills to second language acquisition (Krashen, 1996; Tse, 1997; Ramos & Krashen, 1997). In fact, while it is true that De la Peña's subjects were not physically present in classrooms in the United States where instruction was delivered in their primary language, they all provide clear examples of what has been called *de facto* bilingual education (Krashen, 1996; Krashen, 1999; Ramos & Krashen, 1997). This phenomenon occurs when individuals experience a strong educational background in one's first language (including subject matter knowledge, which makes second language input more comprehensible, and literacy development to an independent and fluent level, which transfers to the second language) that facilitates second language acquisition (Krashen, 1996). These experiences are the essential features of quality bilingual programs.

A Re-examination of Subjects

The purpose of the present article is to show how the case histories of De la Peña's subjects actually reaffirm the value of bilingual education and of primary language development. In order to do so, we re-examined those individuals featured in the book, for whom enough background information was provided in the narrative. A brief description of the subjects follows.

- **Fernando**, the author of the book, grew up in Mexico, where he attended school until grade five. When he came to the United States, he was placed in a 3rd grade English classroom. His mother is bilingual. Therefore, she probably helped him at home with his homework. In addition, before his arrival, he had achieved a certain degree of literacy in Spanish. The background knowledge obtained in Spanish in Mexico helped him when he was schooled in the US. He attended East L.A. College, Occidental College, where he majored in Latin American affairs, and Southwestern University Law School before becoming a teacher.
- **Cynthia** came to the United States from Hong Kong when she was 12. She had already studied English in a British school for six years. She was enrolled in the eighth grade and helped her brother, who worked in a liquor store. She graduated from high school, enrolled at Berkeley, obtained a job with a brokerage firm and currently works as an investment analyst.
- **Stephen** arrived in the United States in his mid-20s. He already spoke two languages (German and Hungarian). He got a job washing dishes in a restaurant while staying with a Hungarian family. After a year, he went to Oklahoma, where he worked in the oil fields and tried to finish high school by

"...the case histories of De la Peñas subjects actually reaffirm t

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night. His English teacher helped him with private lessons in English every day for several months. He enrolled at a college in Missouri, where he was the only foreigner and raised the curiosity of his college friends. He is now a writer and has published 21 books.

- **Mai** arrived in the US from Vietnam in 1975. She had studied English in Vietnam and had worked with Americans there. As soon as she arrived in the US, she found a job with the American Red Cross and acted as a language broker for her family. In order to improve her English, she enrolled in English classes, watched television and read books in English. Although she already had a degree in social work from Vietnam, she underwent professional retraining, which included taking classes at the university.

- **Rosa María** came to the United States in 1960. She had married her husband, an American citizen, in Mexico in 1959. She had taken a few English courses, although she hadn't completed high school. Once in California, her husband spoke to her in English, although she answered in Spanish. English was the language used to relate to neighbors, friends and in-laws. She enrolled in night school and summer school for the first two years of her stay in the US in order to improve her English. She earned a bachelor's degree in child development as well as two teaching credentials.

Presence of Important Factors

These subjects had three very important factors in common:

1. **They were all schooled in their countries of origin for a significant number of years**. Fernando had attended school until 5th grade, Cynthia until the 8th grade, Mai had a degree in social work, and Ana María had attended high school in Mexico, although she hadn't graduated.

2. **They all had sources of comprehensible input in English.** When Fernando arrived in the United States, he was placed in the 3rd grade, although he was a 5th grader in Mexico. Therefore, he probably knew all the subject matter that was taught in that grade, and had an easier time in class. Mai had already worked with Americans in Hong Kong. Cynthia's brother was already living in the United States when she arrived. Stephen's teacher in the United States tutored him in English individually for a few months, and Rosa María received help in English from her American husband.

3. **Most of them had had experiences with other languages.** Fernando's mother was bilingual, both Cynthia and Mai had studied English in Hong Kong and Vietnam, respectively, and Rosa María took English classes before coming to the United States. Although Stephen did not speak English on his arrival, he knew German and Hungarian. Going through the language acquisition process in two languages was probably helpful in his acquisition of English.

In addition to good literacy skills in their primary language, some of the subjects had the advantage of having studied English before arriving in the United States, which certainly accelerated and eased their second language acquisition process. This is a luxury that many immigrants don't have. In fact, many of the immigrants we deal with today don't have access to sources of comprehensible input in English at all, and they have limited primary language literacy development. This makes their second language acquisition process considerably more difficult than the simplistic notion, advocated by De la Peña, that anybody can acquire a language by being immersed in it. Interestingly, the author himself acknowledged these differences when talking about the plight of poor uneducated Vietnamese immigrants to the United States: "people coming up from the bottom have the hardest row to hoe" (pp. 70 - 71).

Immigrants like the ones portrayed in De la Peña's book provide powerful evidence that the features hypothesized to be characteristic of good programs, primary language development and comprehensible input in a second language (Krashen, 1996), are, in fact, correct. This was clear even for De la Peña himself. In spite of his declared opposition to bilingual education, he inadvertently acknowledged its benefits while describing the factor that most helped his father learn English after he immigrated to the United States. "He learned a lot of English in this class—which was not a grammar or composition class—but one in refrigeration. (Since he already knew the subject, he could focus on the words, so it was an English course for him)" (p. 21). Nothwistanding De la Peña's assertion, his father obtained his subject matter knowledge through his primary language. ○

Francisco Ramos, Ph.D., is an assistant professor in the TESOL Department at Florida International University. Stephen Krashen, Ph.D. is the author of Condemned without a Trial: Bogus Arguments Against Bilingual Education *(1999; Heinemann), and* Under Attack: The Case Against Bilingual Education *(1996: Language Education Associates.)*

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alue of bilingual education and primary language development."

Assistance available to schools educating limited English proficient students

AUSTIN - Building on its past efforts to identify schools that have been highly successful in educating students with limited English proficiency, the Texas Education Agency recently released a user's guide and prepared a training video designed to help school districts educate this growing student population.

The number of limited English proficient (LEP) students in Texas public schools increased from 479,576 in 1995-96 to 570,603 in 2000-2001. This increase means that a growing number of districts will be required to provide assistance to these youngsters.

The new resource tools offer useful information to district officials as they develop bilingual and English as a second language programs or refine existing offerings for students of special populations.

The study called "The Texas Successful Schools Study: Quality Education for Limited English Proficient Students;" the "Educator User Guide for Administrators and Educational Personnel," and a 45-minute training video for principals and teachers builds on research that examined seven highly successful schools. Each of the schools had 40 percent or more LEP students, 50 percent or more economically disadvantaged students and had no students given exemptions from the Texas Assessment of Academic Skills exam in the 1996-97 school year.

The successful schools study was released in August. It profiles programs, policies and instructional practices of these seven schools and documents the success they had educating LEP students between 1994-95 and 1998-99. The study was conducted as part of the commissioner's educational research initiatives in 1999.

In his introduction in the new training video, Commissioner of Education Jim Nelson said, "The Texas Successful Schools Study is a unique project because it shows how limited English proficient students can experience academic success and meet the state's standards, as measured by the Texas Assessment of Academic Skills. This study is testimonial to the premise that all children can learn, as it points out the essential features of seven effective and quality bilingual education programs."

Oscar M. Cárdenas, senior manager and principal investigator for the study, said, "The study and the new resource tools are being shared with school administrators to assist in program design, implementation and enhancement as they strive to improve the education of all students. The educator guide profiles the essential features and effective instructional practices that can help every child demonstrate exemplary performance in reading and other foundation curriculum subjects."

The original study can be found at **www.tea.state.tx.us/tsss/**. The seven schools profiled are: Campestre Elementary School, Socorro Independent School District; Castañeda Elementary School, Brownsville ISD; Kelly Elementary School, Hidalgo ISD; La Encantada Elementary School, San Benito Consolidated ISD; Scott Elementary School, Roma ISD; and Bowie and Clover elementary schools, Pharr-San Juan-Alamo ISD. The study was a collaborative project between the TEA, the seven schools and Texas A&M University-Corpus Christi.

The guide can also be found on the website at **www.tea.state.tx.us/program.eval/guide.html**. The training video will air on T-STAR, the Agency's satellite network, early this fall.

For more information about all aspects of the successful schools study and the supplementary materials, call (512) 463-9714.

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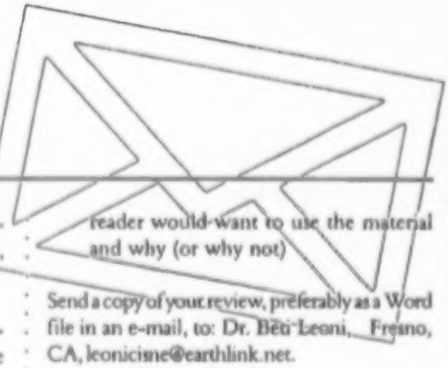

General Editorial Policies

The *NABE News* is published six times a year on a bi-monthly basis. We seek previously unpublished articles. Articles should focus on the theory, research and/or practice of implementing quality bilingual education programs, including dual language programs. NABE invites manuscripts on a wide-range of topics related to support structures for these programs—from funding issues, parental involvement, staff development, curriculum and instruction to legislative agendas, state initiatives, staff hiring/retention and personal reflections—that advance the knowledge and practice in the field.

NABE News prefers a reader-friendly style of writing that resonates well with community groups, parents, legislators, and especially classroom teachers. Contributors should include reference to a theoretical base and cite related research, but the article should contain practical ideas or implications for practice.

Types of Articles

Feature Articles: A feature article should address the issue's theme (if identified), be no longer than 2,000-4,000 words, including references and sidebars. Type/save your manuscript as a Word document (6.0 or below) and attach it to an e-mail sent to nabe_news@nabe.org or mail a diskette to the NABE address. Please do not use running heads or bold. Include contact information and a brief bio indicating name, title, affiliation, and research interest.

Articles for Regular Columns: NABE news publishes four regular columns—Administration of Bilingual Education Column, Asian/Pacific Americans Column, Indigenous Bilingual Education Column, and Theory Into Practice Column. Each column has a column editor. These articles are shorter in length, usually focus on one issue, elaborate on two to three major points, and provide specifics for practice. Manuscripts should relate to the special focus and be approximately 1500-2200 words in length. They can be mailed to the NABE office, to the attention of the *NABE News* editor or mailed directly to the column editors as follows:

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Dr. Ji-Mei Chang, Editor-Asian/Pacific Americans Column, Associate Professor, San Jose State University, College of Education, Sweeney Hall, Room 204, 689 Erie Circle, Milpitas, CA 95192. jmchang@email.sjsu.edu

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Dr. Jon Allan Reyhner, Editor-Indigenous Bilingual Education Programs, Northern Arizona State University, Associate Professor, Division of Bilingual Education, CEE, P.O. box 5774, Flagstaff, AZ 86011-5774. jon.reyhner@nau.edu

Dr. Lucy Tse, Editor-Theory Into Practice Column, Assistant Professor, Arizona State University, Division of Curriculum and Instruction, College of Education, Tempe, AZ 85287-0208. ltse@asu.edu

Mr. Aurelio Montemayor, Editor-Parent/Community Involvement, Intercultural Development Research Association, 5835 Callaghan Rd., Suite 350, San Antonio, TX 78228. amontmyr@idra.org

General/Other Articles: Other articles, not addressing the announced *NABE News* themes, are also sought and welcomed. They should be relevant to current interests or issues. They must be no longer than 1500 - 1750 words.

Reviews: Reviews should describe and evaluate recently published bilingual education materials, such as professional books, curriculum guides, textbooks, computer programs, or videos. Reviews should be no longer than 500-750 words. Include in your review:

1. a brief summary of the major components or features of the material, with no evaluative comments
2. an evaluation of the features, indicating how they are useful/helpful or not
3. if appropriate, a discussion of how the material ties in or responds to broader issues in the field or to specific methodologies
4. an assessment as to whether the teacher/reader would want to use the material and why (or why not)

Send a copy of your review, preferably as a Word file in an e-mail, to: Dr. Beti Leoni, Fresno, CA, leonicisne@earthlink.net.

Submission Guidelines

All articles must conform to the publication guidelines of the Publication Manual of the American Psychological Association (4th edition).

Print materials and electronic versions should include a title page, with contact information—including mailing address and telephone number. If available, authors should provide fax numbers, and e-mail address.

Include a two to three sentence biographical reference that may include job title or highest degree earned, work affiliation and/or research interest (not to exceed 50 words).

Manuscripts and diskettes will not be returned. Keep copies of your article or other materials submitted.

The editor of *NABE News* reserves the right to make editorial changes needed to enhance the clarity of writing. The author will be consulted only in cases where the change(s) is/are substantial.

Themes of Future NABE News Issues:

September/October
Access to Technology:
Promising Programs and Practice

November/December
Curriculum and Instruction in the
Bilingual Early Childhood Classroom

January/February
High School Prgrams for LEP Students

March/April
Increasing Support for Non-Academic
Factors

Copy is due two months in advance of the first month listed for the issue (for example, The deadline for the July/August issue is due May 1st, for September/October it would be due On July 1st). Advertisements should be submitted at least two months in advance of the first month listed for the issue.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
MEMBERSHIP APPLICATION

Ⓐ Membership Type (check one only)

If renewing a current membership, please enter membership# here: ______________________

☐ **Individual Membership $48**

☐ **Discounted Individual Membership $30**
- ○ **Parent:** MUST NOT be a professional educator and MUST have a child currently enrolled in a bilingual education/ESL program. *A letter written on school stationery from either the teacher or a school administrator must accompany this membership application.*
- ○ **College/University Student:** MUST NOT be professional educator and MUST be enrolled on FULL-TIME basis. *A copy of an official college or university document showing current enrollment status must accompany the NABE membership application.*
- ○ **Paraprofessional:** MUST be working as an instructional aide in a public school system. *A letter on school stationery from the supervising teacher or a school administrator must accompany the NABE membership application.*

☐ **Discounted Membership for State Affiliate Members $43**

Name of State Affiliate: ______________________________

☐ **Institutional Membership $125**

☐ **Lifetime Membership $1000**

Memberships are valid for one year from the date of processing, and include a one-year subscription to NABE publications (except Lifetime: valid for life of member and includes lifetime subscription). • Organizational membership is non-voting; all other memberships are voting. • Memberships are non-transferrable and may not be refunded. Membership dues are non-refundable.

Ⓒ Name and Address Information

☐ Mr. ☐ Mrs.
☐ Ms. ☐ Dr. ____
Last First Middle

Preferred Mailing Address: ☐ Business ☐ Home

Business Address:

Position: ______________________________
Division: ______________________________
Organization: ______________________________
Parent Organization/School District: ______________________________
Street Address: ______________________________
City: ______________ State: __________ Zip: __________
Phone: (____) ______________ Ext. ______________
Fax: (____) ______________ E-Mail: ______________

Home Address:

Street Address: ______________________________
City: ______________ State: __________ Zip: __________
Phone: (____) ______________________________

Ⓓ Payment Information

Membership dues $________
Contribution to help NABE promote quality bilingual education programs $________
TOTAL DUE $________

☐ Check/money order #________ ☐ Institutional purchase order #________

☐ MasterCard ☐ VISA ☐ Discover Expiration Date: _____/_____

Card Number: ☐☐☐☐ ☐☐☐☐ ☐☐☐☐ ☐☐☐☐

☐ **Check this box to make Renewal Easy!** If you are paying by credit card and you want NABE to automatically renew your membership annually, check this box and we will charge your credit card the standard renewal amount annually. This permission will remain in effect until you cancel it in writing.

SIGNATURE: ______________________________ DATE: ___/___/___

Ⓑ Tell us about yourself.

I am involved with bilingual education as (check one):
- ☐ Administrator
- ☐ College Instructor
- ☐ Consultant
- ☐ Full-Time Student
- ☐ Paraprofessional
- ☐ Parent/Community Member
- ☐ Publisher Staff
- ☐ School Board Member
- ☐ Teacher
- ☐ Other

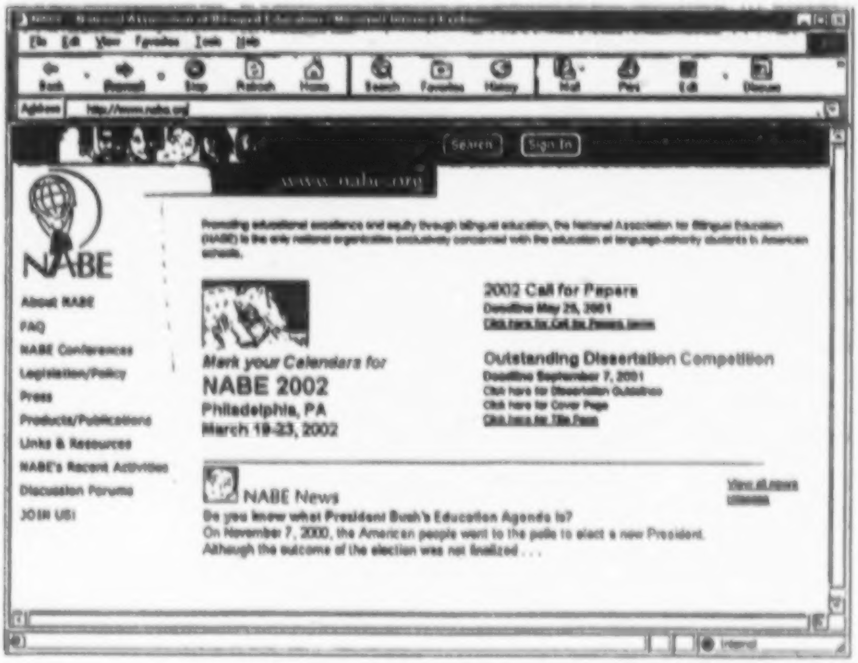
I work in this type of organization (check one):
- ☐ Commercial Organization
- ☐ College/University
- ☐ Local School District
- ☐ State Education Agency
- ☐ Other

I usually work with this level of student (check one):
- ☐ Early Childhood
- ☐ Elementary
- ☐ Secondary
- ☐ Higher Education
- ☐ Adult

I want to participate in the following Special Interest Group (check one):
- ☐ Adult/Vocational Education
- ☐ Asian & Pacific Islanders
- ☐ Critical Pedagogy
- ☐ Early Childhood Education
- ☐ Elementary Education
- ☐ ESL in Bilingual Education
- ☐ Gifted Education
- ☐ Higher Education
- ☐ Indigenous Bilingual Education
- ☐ Instructional Technology
- ☐ Language Policy
- ☐ Making Connections: Teachers to Schools to Communities
- ☐ Para-Educator
- ☐ Parent & Community
- ☐ Policy Makers
- ☐ Professional Development
- ☐ Research & Evaluation
- ☐ Secondary Education
- ☐ Special Education
- ☐ World Languages & Cultures

Ⓔ **Mail to:** NABE, 1030 15TH STREET NW, SUITE 470, WASHINGTON, DC 20005-1503

Coming in August:
The new NABE Website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Promoting educational excellence and equity through bilingual education, the National Association for Bilingual Education (NABE) is the only national organization exclusively concerned with the education of language-minority students in American schools.

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Mark your calendars now!

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March 19-23, 2002

Philadelphia, PA

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Watch your mail for details coming soon!